REPORT

MINISTER OF EDUCATION

1850

Fine Binding

ANNUAL REPORT

OF THE

NORMAL, MODEL AND COMMON SCHOOLS

In Upper Canada,

5982

FOR THE YEAR 1850:

WITH AN APPENDIX.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

Printed by order of the Legislative Assembly.

STATISTICS OFFICE
DEPT. OF EDUCATION

TORONTO:
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1851.

Department of Public Instruction for Upper Canada,

EDUCATION OFFICE,

Toronto, 29*th July*, 1851.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the state of the Normal, Model and Common Schools of Upper Canada for the year 1850. I have also included a statistical statement of other Educational Institutions, as far as information respecting them could be obtained.

I have the honor to be,

Sir,

Your most obedient servant,

E. RYERSON.

The Honorable JAMES LESLIE,

Secretary of the Province,

Toronto.

ERRATA.

Page 11, tenth line from the bottom, for "£88,478" read, £88,429.

Ditto, ninth line from the bottom, for "£102,725" read, £102,619.

Pages between Table F and the Appendix are numbered according to the letters of the alphabet,—the Tables having occupied more space than was anticipated when commencing to print the Appendix and Tables simultaneously.

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ANNUAL REPORT

OF THE

NORMAL, MODEL AND COMMON SCHOOLS,

IN

UPPER CANADA,

FOR THE YEAR 1850.

PART I. Report, &c.

TO HIS EXCELLENCY

THE RIGHT HONORABLE JAMES, EARL OF ELGIN AND KINCARDINE,

GOVERNOR GENERAL OF CANADA, &c. &c.

May it please Your Excellency,

In the fulfilment of one of the duties which the law imposes upon me, I have the honor to submit a Report of the actual state of the Normal, Model and Common Schools throughout Upper Canada in 1850; showing the amount of moneys expended in connexion with each, and from what sources derived, with such statements and suggestions for improving the Common Schools and promoting Education generally, as appear to me useful and expedient.

The public mind was in a state of suspense as to the School Law during the first six months of the last year. The present School Act became law in July; but it was near the close of the year before the Act, with the requisite forms and instructions, could be generally distributed. The last school year was, therefore, one of uncertainty and transition. Though the general provisions and principles of the present Act are the same as those which have been in operation several years—only rendering their details more simple, comprehensive and complete; yet the introduction of a new Act, under the most favorable circumstances, during the latter part of a school year, must interfere with the efficient operations of such year, and render its returns somewhat imperfect. But with this deduction, I am happy to be

able to say, that the results of the past year's School operations compare favorably with those of preceding years.

Before proceeding to notice some of those results as exhibited in the subjoined Statistical Tables, which form the Second Part of this Report, I desire to observe, that the copious extracts from local reports which will be found in No. I. of the Appendix to this Report, reflect so fully the sentiments and feelings of the country at large, and the actual workings of the School Law, that I need make little reference to them in my own remarks; and I am equally relieved from the necessity of remarking upon the general features of the School system, by the several documents given in the Appendix, which includes the new School Act itself, and a practical exposition of its principles and provisions, as well as the regulations and forms which have been prepared for carrying it into effect by all parties concerned in its administration. The few references and remarks I have to make, will be included under the following heads:—

I. School Sections and Schools.
II. School Moneys.
III. Number of children of School age, and attending the Schools.
IV. Classification of Pupils.
V. Books used in the Schools.
VI. Classification of Teachers.
VII. Salaries of Teachers and classification of Schools.
VIII. Kind and condition of School Houses.
IX. School Visits, Examinations and Lectures.
X. School Maps, Black-boards, Globes, &c.
XI. Libraries, Colleges, Grammar and Private Schools.
XII. Normal and Model School for Upper Canada.
XIII. Schools in Cities, Towns and incorporated Villages.
XIV. General Remarks.

I. SCHOOL SECTIONS AND SCHOOLS.

A School Section is an area of country of from three to five square miles, intended for one school, but in which, under certain restrictions, both a male and female school may be established. Each section is constituted into a School Municipality, the inhabitants of which elect three trustees, and support their school in the manner they think best.

From table A, in the second part of this Report, it appears that there were 3,407 school sections reported in 1850, being an increase of 371 over the preceding year. Each of these sections includes, on an average, 76 children between the ages of 5 and 16 years. Schools are reported to have been in operation in 3,059 of these school sections—being an increase of 188 over the number of schools reported the preceding year; but leaving 371 sections, in which no schools were in operation, or from which no reports have been received.

The average number of pupils in each school was 49, the average time of keeping open during the year was a fraction more than nine months. The average period during which the schools were kept open in the State of New York, during the last year was eight months, and the average number of children between 5 and 16 years of age, resident in each school section was 65, but the average attendance of pupils of all ages at each school was 71, though nearly one-third of that number are reported to have attended the schools less than two months.

The smallness of school sections is a common and serious evil complained of in the neighbouring States. The desire of each head of a family to get the School as near as possible to his own door, has operated extensively to create small school sections, thereby causing a large increase of expenses, or, which is commonly the case, causing small and feeble and badly furnished schools, low salaries, and therefore poor teachers. With us there has been a tendency in the same direction, and much evil has arisen from frequent changes in the boundaries of school sections, and from reducing them to too narrow limits. The present Act opposes an obstacle to this evil, by preventing changes from being made without full notice to all the parties affected by such changes, and without their consent in case of the union of school sections, and by not permitting them to take effect in any instance except at the commencement of the year.

It is a result established by a large investigation of facts, that pupils residing at the greatest distance from the School they attend, make on an average, the greatest improvement. It is quaintly but justly remarked in the last Massachusetts Report :—"We think the judicious course is to have large houses—large teachers, long schools, and in order to this, there must be large districts, [or what we in Upper Canada designate sections]. We insist that unskilful, inefficient teachers are a nuisance in any district. They do vastly more hurt than good; and where a school is set up to the lowest bidder, it will soon morally and intellectually resemble the field wisely described as 'all grown over with thorns.'"

II. SCHOOL MONEYS.

Table A shows that the total amount received and available for Teachers' salaries last year, was £88,478, and that the sums paid for the erection and repairs of School Houses (an item not heretofore reported), amounted to £14,189, making a total of £102,725. The same table shows the manner in which these sums have been provided. They are a little in advance of the receipts of the preceding year.

III. NUMBER OF CHILDREN OF SCHOOL AGE, AND ATTENDING THE SCHOOLS.

Table B shows that the number of children between the ages of 5 and 16 years, last year, was 259,258—being an increase on the returns of the preceding year of only 5,894. The number reported as attending the schools is 151,891—being an increase of 14,258 on the number reported as attending the schools the preceding year. The increase in the number

attending the Schools is highly gratifying, but after making a liberal allowance for the numbers attending private and Grammar Schools and Colleges and therefore not included in the Common School Reports, these returns present us with the painful and startling fact, of nearly one hundred thousand children of school age in Upper Canada, not attending any school. This awful fact furnishes a hundred thousand arguments to urge each friend of Canada, each friend of virtue, of knowledge and of civilization, to exert himself to his utmost until the number of children attending our schools shall equal the number of children of school age.

The whole number of boys attending the schools was 85,718, the whole number of girls was 66,173. The total average attendance of pupils during the summer was 76,824; during the winter months, 81,469. The average attendance of boys during the summer was 41,178; during the winter, 48,308. The average attendance of girls during the summer was 35,040; during the winter, 33,161.

These returns show an increase of some thousands over the average attendance of the preceding year. There are doubtless many more girls attending private Schools than boys. This will probably account for the disparity between the number of boys and girls attending the public Schools. These returns show that there is very little difference in the average attendance of girls during winter and summer. They also show that the *average* attendance of pupils as compared with the whole number, is little more than one-half; it is less than one-half in the State of New York. I doubt not but the provision of the present Act to distribute the school fund to the several school sections according to the average attendance of pupils in each school, (and not according to school population as heretofore), the mean attendance of summer and winter being taken, will contribute very much to increase the regular attendance at the schools and to prolong their duration.

IV. CLASSIFICATION OF PUPILS AND SUBJECTS TAUGHT.

The statistics under these heads will be found in Table B. In *Reading*, the pupils are divided into five classes according to the five National Readers. Table B shows that in the first or lowest reading class there were 24,551,—an increase of 2,967 over the returns of the preceding year; in the second, 27,537—an increase of 3,312; in the third, 31,805,—an increase of 3,349; in the fourth, 27,874—an increase of 1,930; in the fifth or highest class, 13,268,—a decrease of 356. In *Arithmetic*, there were in the first four rules 25,963 pupils,—an increase of 3,811; in compound rules and reduction, 18,540,—an increase of 2,137; in proportion and above, 16,325,—an increase of 1,803; in *Grammar*, 19,741—an increase of 2,001; in *Geograghy*, 21,584—an increase of 4,789—a large and gratifying increase; in *History*, 5,078—an increase of 879; in *Writing*, 63,267—an increase of 6,058; in *Book-keeping*, 768—a decrease of 770, more than one-half, unless the returns be very defective; in *Mensuration*, 888—an increase of 88; in *Algebra*, 904—an increase of 316; in *Geometry*, 618—an increase of 449; in the *Elements of Natural Philosophy* 2,551—an increase of 2,116; in *Vocal Music*, 5,745—an increase of 4,563; in *Linear Drawing* 1,176—an increase of 838. The increase under these several heads illustrates very clearly the progress of the

Schools. Several of the branches last mentioned, are, to a great extent, the creation of the Normal School.

V. BOOKS USED IN THE SCHOOLS.

In my last Annual Report,* I discussed at some length, the question of an uniform series of text books for Schools, and the advantages which were already resulting from the introduction of such a series in Upper Canada. Table C presents a new and most striking illustration of the success of this important branch of our school system. It will be seen that the books recommended by the Council of Public Instruction are gradually superseding all others. In respect to the Readers, to which most importance has been attached for the classification of pupils, it is worthy of remark, that of the 3,059 Schools reported, the National Readers are used in 2,593; an increase of 411 Schools into which the use of them has been introduced during the year. When the pupils can thus be formed into classes by the use of uniform books, the simultaneous method, or the method of teaching by classes can be adopted; and, it appears from Table C, that this method prevails in 2,783 Schools—being an increase of 298 Schools during the year.

In regard to religious instruction, and the use of religious books in Schools, the law provides (Section XIV) that "no pupil shall be required to read or study from any religious book, or join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the spirit of this provision have regulations been made for the constitution and government of Schools in respect to Religious Instruction;† the effect of which is, interference with the rights and scruples of none, but making the Schools a reflection of the religious sentiments and feelings of the people among whom they are established. It appears from Table C that the Bible is used in 2,067 Schools—being an increase of 231 Schools during the year; a fact which sufficiently refutes the shameful mis-statement that has sometimes been made, that Christianity is not recognized in our school system.

VI. CLASSIFICATION OF TEACHERS.

From Table D, it appears that, during the year, there were employed in all, 3,476 Teachers; of whom 2,697 were males, and 779 females; that 291 of the Teachers employed had been trained at the Normal School—243 males and 48 females.‡

As to the religious faith of the Teachers, there were employed 796 Episcopalians—being an increase over the preceding year of 59; Roman Catholics, 390—being an increase of 55; Presbyterians, 858—being an increase of 107; Methodists, 904—being an increase of 177; Baptists, 238—being an increase of 32; Congregationalists, 73—being an increase of 21; three minor religious persuations named, 66—being an increase of 41; reported simply

* § VI, pp. 7–9.

† See Appendix to this Report, No. V, chapter VI, section 5.

‡ See Part II of this Report, Table H.

as "Protestants," 54—being an increase of 21; other persuasions and those not reported, 87—being a decrease of 246. The Table will show the Counties, Townships, Cities, Towns and Villages in which the Teachers, thus classified, are employed.

I make these special references as the best refutation of a calumnious statement which has been made, that, in our system of public instruction, no account is taken of the religious faith of teachers, or whether they profess any religious faith or not. Table D practically contradicts this statement, at the same time that it shows our school system to be free from sectarian supremacy or partiality.

The returns under the head of certificates of qualification given to Teachers, contain nothing worthy of special remark, as the old certificates were perpetuated until the end of the year, and the new Boards of Examiners were not constituted until near the close of the year.

VII. SALARIES OF TEACHERS AND CLASSIFICATION OF SCHOOLS.

Table D shows the average salaries of Teachers in each of the Counties, Townships, Cities, Towns and Villages in Upper Canada. According to the manner in which the returns have been made up, there appears a small decrease in the average salaries of Teachers, though there is an increase in the aggregate amount of money available for that purpose. There was, however, a considerable increase in the number of Schools kept open during the year. The average salaries of male teachers in the townships were from £30 to £60; of female teachers from £20 to £40. In the 33 schools of the three cities in Upper Canada, the average salaries of male teachers were £100 9s. 10d.; Hamilton being the highest, £111 17s. 5d., and Kingston the lowest, £80. In the 55 schools of the fifteen towns, the average salaries of male teachers were £75 1s.; Brantford being the highest, £112 10s., and Cornwall the lowest, £50. In the nine schools of the six incorporated villages, the average of the salaries of male teachers was £98 2s. 8d.; Galt being the highest, £168 1s. 3d., and Thorold the lowest, £63 9s. 4d. The average salaries of female teachers in cities, towns and incorporated Villages were from £30 to £75.

In the same table, D, the number of good or first class Schools is stated to be 397; middling or second class Schools, 1,063; inferior or third class Schools, 933; Free Schools, (a new return,) 252; separate Schools, 46. The standing of the schools is the judgment formed by the several local Superintendents of their respective merits. It is gratifying to see the large number of Free Schools which have been established, as in every case in the townships they are the result of discussion and voting at a public school meeting, called for that purpose in each of the school sections. The present year will test the comparative efficiency of Free or Rate-bill Schools.

The fact that while the successive School Acts for the last ten years have permitted the establishment of separate schools,—one in each of the 3,000 school sections,—there are only 46 of such schools in all Upper Canada,—shows the tendency of the people at large to united action in school matters, and the groundlessness of the cry attempted to be got up by certain

presses that the School system is in danger of being destroyed by permitting the continuance of those provisions of the law.

VIII. KIND AND CONDITION OF SCHOOL HOUSES.

Table E shows that the whole number of Common School houses in Upper Canada is 2,975; of which 99 are brick, 117 are stone, 1,191 are frame, and 1,568 are log. The same table shows the dimensions of these School houses and therefore the extent of the accommodation which they will afford. It also appears from this table that 1,833 of the School-houses are considered in "good repair," that 1,036 are in "bad repair"—a melancholy fact; that 2,363 have one room only; that 98 have more than one room; that 2,302 are furnished with suitable desks, &c.; that 187 are not so furnished; that 600 are reported to have proper facilities for ventilation; that 996 have not such facilities for ventilation; (the remainder are not reported at all;) that 664 are furnished with suitable play-grounds; and 978 with no suitable play-grounds; that only 371 are furnished with privies, and 1,215 reported as having no privies!

Lamentable as some of these facts are, it is encouraging to observe that no less than 271 school houses are reported as having been erected during the last year; and I think it may be assumed from all the information I have been able to obtain, that these new school houses, in construction and conveniences, are generally a great improvement on the old ones.

In order to contribute as much as possible to the improvement of School Architecture, I have discussed the subject from time to time, and procured and inserted in the *Journal of Education*, plans of school houses and grounds; and during the last year, 400 copies of a very comprehensive and excellent work on School Architecture, by the Honorable H. Barnard, (Superintendent of Public Schools in the State of Connecticut) were purchased, and a copy presented to each of the county, township, city, town and village Municipalities in Upper Canada. From the terms in which the reception of this work has been generally acknowledged, and the information and illustrations it contains, I doubt not but its influence will be very beneficial. I am happy to be able to adopt on this important subject, the language and sentiments of the following extract from the last report of the Superintendent of Schools in the State of New York:

"From the best means of information within reach of the Department, it is believed that very great improvements in these structures have taken place; that an increased regard to the comfort, convenience and health, both of pupils and teachers, has been manifested; and that more enlightened principles of Architecture, as well as a more refined taste and a better appreciation of the advantages resulting from their combination, are beginning to prevail. The enlargement of sites for school houses, the introduction of tasteful shrubbery, and the cultivation of useful and ornamental plants, should be encouraged and recommended. Ample grounds should be reserved by the inhabitants of districts for this purpose; and while every reasonable facility should be afforded for that bracing and invigorating exercise of the physical faculties, which is essential to the healthful development of the human system, provision should, at the same time, be afforded for the cultivation of those higher faculties of

our nature which have reference to the beautiful, the tasteful and the ornamental. Trees, flowers, vines and evergreens should find their appropriate places in the vicinity of every school house, demanding the care and repaying the attention of both teacher and pupils. The influence thus capable of being exerted on the expanding mind of childhood, cannot be otherwise than beneficial, while the associations connected with the work of primary education will be divested of much of their present repulsiveness."

IX. SCHOOL VISITS, EXAMINATIONS, AND LECTURES.

Table F shows the number of school visits which have been made during the year by the different classes of visitors authorized by law. As many clergymen have been appointed local Superintendents, their visits are of course included under the latter head. There is therefore a small decrease under the head of visits by Clergymen, as also by Magistrates; but an increase of 255 in the number of visits by Councillors, and of 2,855 in the visits by local Superintendents, the whole number of whose visits during the year was 5,852. These visits are the more important, and the large increase of them the more gratifying, as they are strictly official visits of school inspection—one of the most important departments in an efficient school system. The whole number of school visits during the year amounted to 18,318, being an increase of 2,529 over those of the preceding year.

The interest awakened, and the moral influence brought to bear, by means of these visits, in behalf of the schools, cannot be easily estimated. Two other agencies have been created, and are reported for the first time, for the improvement of the Schools, and the advancement of education—public quarterly school examinations, and public lectures on education at least once a year, in each school section by local Superintendents. The number of public school examinations reported is 4,527; the number of public School Lectures during the year reported was 2,116.

X. SCHOOL MAPS, BLACKBOARDS, GLOBES, &c.

Table F shows that large maps are hung up in 1,814 of the schools, being an increase during the year of 729; that blackboards are used in 1,649 schools, being an increase of 319; that globes and other apparatus have been introduced into 168 Schools, being an increase of 119 during the year. The introduction of such improvements in Schools affords most gratifying and satisfactory proof of their progress and of the diffusion of just notions as to their requisites and character. The present Act provides greatly increased facilities for furnishing school houses in such manner as the trustees shall deem expedient.

XI. LIBRARIES, COLLEGES, GRAMMAR AND PRIVATE SCHOOLS.

Table F contains what information could be obtained under these heads. The returns from which these statistics have been compiled are voluntary; they may not be very accurate, but are perhaps sufficiently so to give a pretty correct view of the number and operations of these institutions. It is pleasing to remark that in the several kinds of libraries mentioned, there are 96,165 volumes reported, being an increase during the year of 2,859 volumes.

XII. NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

Tables G and H present a statistical view of the receipts, expenditures, and attendance of students and pupils at the Normal and Model Schools. It will be seen that the number of students attending the Normal School, the last session, is about 50 less than the preceding session. This has arisen from two causes: First, the Council of Public Instruction proposed last year to place the presentation of candidates for the Normal School into the hands of the several Counties, through local Boards of Examiners—three candidates to be presented for every member elected to the Legislative Assembly. In some instances, there were no meetings of Boards of Examiners, and in many instances, persons wishing to become candidates were uniformed as to the time and places of such meetings, and supposing that they could not be admitted to the Normal School except on the recommendation of a County Board of Examiners, did not make any direct application to this department; Secondly, the system which had heretofore obtained of two sessions of the Normal School of five months each, during the year, was changed to that of having but one session of nine months' duration. Many who could afford the time and means of attending one session of five months, or of attending at intervals two such sessions, were found to be unable to attend one protracted session of nine months.

Neither of these methods of promoting the efficiency of the Normal School has proved satisfactory; and the former system of admitting students to the Normal School and of having two sessions of five months each year—the one beginning the middle of May and the other the middle of November—will be resumed in future. A copy of the lately revised terms of admission into the Normal School will be found in the Appendix to this Report No. XVII.

The impulse which the Normal School has given to improved methods of teaching and to improvements in the schools, in various parts of the country, is amply attested by the local reports, and by the demands for such teachers from the several counties and towns—demands far more numerous than can be supplied.

The Programme and Examination Papers, which will be found in the Appendix, Nos. XIII and XV, supersede the necessity of any remarks in this Report on the course of instruction pursued in the Normal School, and which is pursued with undiminished energy and zeal by the able Masters employed.

During the last Session of the Legislature, the sum of £15,000 was granted to purchase grounds and erect buildings for the Normal and Model Schools. No time has been lost in carrying into effect the objects of that noble proceeding on the part of the Legislature. Premises have been purchased, and the buildings are in the course of erection. In the Appendix, No. XVIII, will be found a description of the buildings and premises; and I can add nothing on the importance of the Normal School, to the eloquent and powerful Address of His Excellency the Governor General, delivered upon the occasion of laying the corner stone of the structure, and which will be found in connexion with the description of the buildings.

XII. SCHOOLS IN CITIES, TOWNS, AND INCORPORATED VILLAGES.

By referring to the twenty-first and five following Sections of the School Act, (given in the Appendix, No. III. of this Report,) and to the Circulars relating to them, (Appendix No. VI,) it will be seen that a new system of Schools has been established in the several cities, towns and incorporated villages of Upper Canada. As this system cannot be considered as having fairly commenced until the beginning of the current year, the results of its introduction do not appear in this Report. But from what is indicated in the extracts of the reports from Cities and Towns, given in No. I of the Appendix, and from other sources of information, I have no doubt but that a great improvement will soon be manifest in the schools of cities and towns—both in the character of the schools, and in the attendance of pupils. During the last four years, there has been but one Board of Trustees for each city and town—which has been found to be a great improvement upon the old mode of having each city and town divided into a number of separate petty School Sections, with as many separate sets of Trustees; but the members of those city and town Boards of Trustees having been appointed by the Municipal Councils, and not elected by their fellow-citizens, were too powerless and irresponsible to constitute efficient Boards of Trustees. By the provisions of the present Act, the Trustees in each City and Town are periodically elected in the same manner that the Aldermen and Common Councilmen are elected—only by a somewhat larger suffrage—it being household suffrage; and as the Aldermen and Councilmen are the representatives of the cities and towns and the judges of all expenditures and matters connected with street and other local improvements, so the Trustees are the representatives of the cities and towns and the judges of all expenditures and improvements connected with schools. But to avoid the expense of a second class of financial officers in each city and town, the Municipal Corporation is required in each instance to impose and collect the sum or sums required by the School Corporation for educational purposes—a system which has been found to work most efficiently in New York and other cities and towns in the neighbouring States. By the provisions of the present Act, incorporated villages also have the same system as Cities and Towns.

Thus in each city, town and incorporated village in Upper Canada, there is an elective Board of School Trustees, as responsible for the management of the school interests placed in their hands as are Aldermen and Common Councilmen for other Municipal interests. In most instances, the Municipal Councils have regarded this system in its true light; but there are instances in which the feeling of habitual indifference and even contempt in which the office of School Trustee has been held, has prompted certain City and Town Councillors to question the authority of Trustees, and to oppose their noble efforts to render the Common Schools worthy of the name of Public Schools. The usual pleas of selfishness have been resorted to on such occasions; but I am happy to say that the authority of the Trustee Corporations has been fully sustained by the Judges of the land. In the judgment of every well-informed individual, no persons elected by the people are more worthy of respect than those who are chosen to provide for the education of youth; and no corporations deserve higher considera-

tion, and should be rendered more efficient, than those established for the development of the intellect of the country, and the advancement of general knowledge. When School Corporations are invested with proper attributes, and those attributes duly recognized and appreciated, the electors of both towns and townships will be more careful in choosing 'select' men to fill up such corporations than to fill up any other corporations. This is one of the first essential steps towards the improvement of both town and country schools; as a most serious impediment to their advancement has hitherto been the indifference of the School Municipalities concerned in the election of Trustees—an indifference which has arisen in a considerable degree from the powerlessness of Trustees when elected. But now that School Trustee Corporations are clothed with attributes commensurate to the important objects for which they are constituted, I anticipate a rapid improvement in the Schools, and no small improvement in the character of the corporations themselves.

The Board of Trustees in each city, town and incorporated village, having the charge of all the Schools in such Municipality, is able to establish and classify them in such manner as to meet the wants of all ages and classes of youth. This is done by the establishment of primary, intermediate and high schools. In some instances, this system of the classification or gradation of schools has been commenced by establishing a large Central School under the direction of a head master, with assistants, having a primary and intermediate, as well as high school department—the pupils being promoted from one department to another according to their progress and attainments. In other instances the same object is pursued by having one high school and intermediate and primary schools in different buildings and parts of the city or town. These schools can also be male, or female, or mixed, as the Board of Trustees may judge expedient. In the last annual School Report of the State of Massachusetts, it is observed:—"In small cities it may often be found more economical to bring all the grades of schools into one building, than to be at the expense of purchasing several sites and erecting as many houses."

The importance of the classification of pupils in each School, and the classification of Schools in each city and town, cannot be over-estimated; and I cannot express my views better on this subject, than in the following language of the Secretary of the Board of Education in the State of Massachusetts, who, in his last Annual Report, has discussed at large the question of "The Gradation of the Public Schools," in populous townships, as well as in cities and towns:—

"The most obvious advantage resulting from such an organization of the schools, would be the increased productiveness of the teacher's labours without any increase of expense. Every good teacher attaches importance to a skilful arrangement of the pupils in classes according to age and proficiency. But in most of our district schools the diversity in these respects is so great, that classes can be but imperfectly formed. The object of gradation is to classify the schools themselves, placing the young children in one, those of maturer age in another, and, wherever it is practicable, those of an intermediate age in a third. If there be children enough in one neighbourhood to constitute three schools, it is not a matter of indifference whether the division be made perpendicularly, cutting through these three strata, and

putting some of all ages into each school; or horizontally, separating the older and the younger from each other, and placing them in different schools. In the one case, the formation of large and regular classes will be out of the question; in the other, it will be practicable and easy. In the one, only a few individuals can be instructed simultaneously; in the other, many times the same number can be advantageously instructed together. With the same teachers, by one arrangement there might be three first rate schools; by the other there cannot be any but very ordinary schools. The expense of instruction given to an individual in the two cases, is widely different. If we reckon the teacher's wages at the rate of twenty-five cents an hour, two recitations a day for a single pupil, which should occupy half an hour at each time, would cost the district twenty-five cents. If the same scholar were in a class of four, his two recitations a day would cost six cents and a quarter. In a class of sixteen, it would cost but about a cent and a half. Or, to take another view, if the time of the teacher were to be so distributed that each member of the school should receive just his proportion, the one who should belong to a class of sixteen, might, in conjunction with the other members, have thirty minutes each half day; the one who should belong to a class of four, seven minutes and a half; while the pupil who should belong to no class, would have less than two minutes of the teacher's time. It is easy to perceive the superior economy of those schools whose pupils are arranged in convenient classes, over that of schools in which only a few pupils can be associated in the same class. In schools properly graded, classes consisting of twenty persons, can be as well instructed as an individual could be in the same time. In the common district school, either one part must receive a disproportionate amount of attention, and the remainder suffer from neglect, or all must be taught in that hurried and superficial manner which is of but little value. Nor is it the mere want of time that in this case, interferes with true economy. The difficulty of governing, no less than of teaching, a district school, increases with the number of classes. The want of regular employment, with but short intervals between the class exercises, is a principal cause of disturbance in these schools. If a school of sixty were to be divided into but three classes, not only would the teacher be able to give thorough and systematic instruction, but the classes, being examined in their lessons in rotation, would need all the intervals of time for study to prepare for the next recitation. It is essential to the true discipline of a school, that there be no leisure time in school hours for any other purpose than that of preparation in the appointed studies. Where this is the case, it requires but little supervision to keep the whole school in good order. The mind that is not kept active in study, will, from the natural restlessness of youth, be active in something foreign to the business of the school-room. It is the misfortune of many of our schools to be made up of such heterogeneous materials as to baffle all attempts at regular classification, and the consequence is that, before the long circuit of the recitations of numerous small classes is completed, each class has an interregnum of several hours, in which it may pursue its studies or amusements as the fancy takes it. It is quite as much the tedium of the scene as the love of mischief, that leads to disorder. It is of no use to increase the task assigned. Children cannot entertain themselves over a dry text-book for so long a period. Such a general condition of the school gives a dangerous power to those uneasy spirits who exhaust their ingenuity in stirring up others to annoy the teacher. Not a

single recitation can be conducted properly when the teacher must direct his eye frequently to every part of the room to prevent anarchy. The teacher and his class must be kept in sympathy both with the subject and with each other. The diversion of the attention to answer questions from others,—to subdue a refractory pupil,—to shake the finger at one,—and to awe another into silence by a significant look, arrests the course of thought, chills the glowing feelings, and often destroys utterly the effect of a recitation. It is not difficult to picture to ourselves a teacher hearing a reading lesson, for example, in the midst of such annoyances. Perhaps the piece to be read is expressive of tenderness or sublimity. While he is working upon the imagination of the class, and endeavouring to bring vividly before it the objects which impressed the mind of the author, another scene, strangely at variance with this, attracts the eyes of the class to another part of the room, and a few words of reproof from the teacher are much more effectual in banishing the spirit of the piece from the minds of the class, than the spirit of discord from the school-room. If the exercise is continued, the remaining part of it will be likely to be purely mechanical in its execution, and ludicrous in its effect. Though a skilful teacher may be able to do much to mitigate these evils, they are inherent in the system, and cannot be avoided except by some such change as has been recommended.

"If it should be discovered that, by a given improvement in machinery, a water power which now carries but a hundred spindles could be made to carry a thousand, every manufacturer in the country would adopt the improvement. And yet there are many schools operating in a manner that wastes much time and money, where there is no natural obstacle in the way of a better system."

XIV. GENERAL REMARKS.

1. The remarks made in the last preceding section on the classification of schools, suggest the necessity and importance of a change in the system of County Grammar Schools, or rather the necessity of forming and elevating those schools into something like a system. In some instances, the classical and mathematical departments of them are doubtless conducted with ability, and they possess a high reputation; and so would private schools taught by the same individuals and established in the same places; nor do I desire to impugn or undervalue the character of the Grammar Schools generally. But as at present established, they form no part of a general system of public instruction; and the manner in which public money is expended for their support, is unjust to the larger portion of the community; is, to a great extent, a waste in itself, and an injury to the Common Schools. It injures the Common Schools in the neighbourhood of the Grammar Schools, as the elementary branches which are taught in the former are also taught in the latter. Thus are pupils who ought to be learning the elements of reading, writing, arithmetic, and geography in the Common School, introduced into the Grammar School; and a teacher who receives £100 per annum as teacher of a Classical School, is largely occupied in teaching the A, B, C of Common School instruction, to the injury of the Common School, and to the still greater injury of the real and proper objects of the Grammar School. It would be absurd to suppose that the £100 per annum

were granted towards the support of a Classical Master to teach the same things that are taught by the Common School teacher, and that by aid of public money also. Making the Grammar School a rival of the Common Schools in its vicinity, is as incompatible with the proper office of a Grammar School, as it is prejudicial to the interests of the Common Schools. Pupils who are learning the first elements of an English education, are sent and admitted to the Grammar School because it is thought to be more respectable than the Common School, and especially when Grammar School fees are made comparatively high to gratify this feeling, and to place the Grammar School beyond the reach of the multitude. Thus does the Grammar School Fund operate to a great extent as a contribution to the rich, and in support of injurious distinctions in teaching and acquiring the elements of English education, and not to the special encouragement of the study of the elementary classics and mathematics. Thus is the Common School injured in its position; and influences are withdrawn from it which ought to be exerted in its behalf, and which are most important to give it the elevation and efficiency which are requisite to enable it to secure the standing and fulfil the functions of *the English College of the People.* The Grammar School should be a connecting link between the Common Schools and the University; the Common Schools should be feeders of the Grammar Schools, as these should be feeders of the University. The Grammar School, instead of attempting to do the work of the humblest Common School, should be the first step of promotion from its highest classes. But this cannot be done until the Grammar Schools are placed as much under the control of local authorities as the Common Schools; until their appropriate field of labour is defined, and an effective responsibility and supervision instituted. Each Grammar School might be made the High School of the county and town within which it is situated, and have its classes filled up from the highest classes of the Common Schools of such county and town. The liberal provision made in aid of Grammar Schools would then be expended in *unison* with the provision made in aid of Common Schools,—would advance instead of impairing the interests of Common Schools,—would accomplish the real objects of the Grammar School Fund, and make the Grammar Schools, as well as the University and Common Schools, an integral part of the system of public instruction for the country.

2. My special attention has been devoted, a portion of the past year, to the important subject of providing public School Libraries, maps, and every description of apparatus for the use of schools; but as the arrangements for the accomplishment of these objects are not yet completed, I have not thought it advisable to refer to them at length in this Report. They will be completed in the course of the present year; and when completed, I am persuaded that Upper Canada will have an advantage over every other Province or State in America in the prices and facilities of procuring text-books, maps, and apparatus for the Schools, and comprehensive series of the most instructive and entertaining popular reading books that issue from both the English and American press, for public School Libraries.

3. The extracts from local Reports, given in the Appendix No. I, evince how widely the question of *Free Schools* is engaging the attention of the public mind. There are, however, not wanting objections and objectors to the principle of Free Schools; but the former are as

frivolous as the latter are misinformed or selfish. I may notice the most common and most plausible of those objections. It is said that people do not value what they do not pay for, and therefore Free Schools are not the proper method of promoting the education of youth. In reply, it may be remarked, that people do pay for Free Schools—each man pays for them according to his property or means, and therefore has the impulse of paying for the support of the school towards the education of his children. As the discussion at large of the question of Free Schools will be found in No. II of the Appendix, I will merely add in this place, that the principle of Free Schools is based upon the first and most obvious principles of political economy—human rights and civil obligations. In civil polity, no principle is more obvious and vital, than that the interests of the whole society are binding upon each individual member of it. It is a principle equally just and scarcely less important, as one both of political economy and civil obligation, that each individual should contribute to the interests of the whole society according to the property which he has acquired, and which is protected in that society. It is, furthermore, an economical principle palpable to every reflecting mind, that an interest which combines the support of all according to ability, can be more easily sustained than if supported by a few, or a part, and without reference to ability. The principle of human rights involved in the question is as undeniable as it is sacred. It is, that each child has a right to such an education as will fit him to be a good member of society—a right as important to society at large as to each individual member of it. The application of this principle to the question of Free Schools is as simple as it is important. Is education an interest of society generally? If so, then each member of that society is bound to support it according to his ability.

In each city, town, and incorporated village, the establishment of Free Schools is at the discretion of a Board of Trustees, as the elected representatives of such city, town, or village, in school matters. In the townships, where it is convenient for all the inhabitants of a school section to assemble in one place, and where they are required to do so for the election of their Trustees, the *manner* of supporting the school, either as a Free School or as a rate-bill school, is determined at an Annual or Special Meeting of Freeholders and Householders in each school section; though the *amount* required for that purpose is determined by the Trustees. But it should be remembered by those who wish to support their school by a rate on the property of all, that they should, as a corresponding obligation, make the school fit for the children of all by employing a teacher duly qualified, and having a school house with sufficient accommodations and properly furnished. The character of a Free School should be as elevated as its foundations are broad.

May it please Your Excellency,

I have only to observe, in conclusion, that if the history of the past is an index to the progress of the future, we have much to animate our hopes and encourage our exertions. The novitiate of doubt, distrust, speculation, crude experiment and legislative change has been past; a broad foundation has been laid; indifference has yielded to inquiry; party hostility has dissolved into co-operative unity; the master is becoming a respectable and

respected man; the school has become a leading interest; the resources for its support from local voluntary taxation have been doubled; the number of its pupils has more than doubled; the public voice has inscribed "*Free to All*" over more than two hundred and fifty of its entrances; the Representative of Sovereignty has invested it with the interest of Royal sympathy, and given it the impulse of a more than Royal eloquence; while the members of both branches of the Legislature have, in a manner unprecedented, pledged to the school educated teachers, and to teachers their sympathy and support. In the slow and difficult work of developing a Country's Intellect and training a Country's Heart, an auspicious commencement has been made. But it is only a commencement. One hundred thousand children are yet to be brought into our schools; a fact that cannot be contemplated without agony, and ought to rouse to sleepless activity. The hundred and fifty thousand children that have already entered our schools are but imperfectly instructed; and useful and attractive reading should be provided for them after they leave the school. What has been accomplished within a few years past, shows that Upper Canada need be behind no country in America within a few years to come. The spirit of a quaint but forcible adage, with the Divine blessing, will accomplish the whole—"A long pull, a strong pull, and a pull all together."

I have the honor to be,

Your Excellency's most obedient, humble servant,

E. RYERSON.

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COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools.		School Receipts											
	Total Number of		Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collectors' Roll.			Amount imposed by Trustees' Rate-Bill.		
	School Sections reported.	Schools reported in operation.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Cornwall	23	22	108	12	11	133	0	9	133	0	9	242	16	9
Finch	7	6	29	9	9½	37	7	10½	30	7	10½	76	6	0
Osnabruck	21	21	106	6	4¼	123	11	10¾	123	11	10¾	309	8	4
Roxborough	11	8	45	0	2½	45	0	2½	45	0	2½	33	7	2
	62	57	289	9	3¼	339	0	8¾	332	0	8¾	661	18	3

COUNTY OF

Matilda	19	17	100	17	8½	105	17	6½	105	17	6½	205	12	8
Mountain	15	12	58	19	7	59	3	6	59	3	6	87	16	8
Williamsburgh	21	19	108	12	11	113	7	11	113	7	11	267	1	10
Winchester	10	11	49	13	4	50	2	7	50	2	7	58	14	9
	65	59	318	3	6½	328	11	6½	328	11	6½	619	5	11

COUNTY OF

Charlottenburgh	20	19	135	16	1¾	111	8	6¾	111	8	6¾	164	17	3
Kenyon	14	14	95	9	0¾	105	18	7	105	18	7	86	13	7¼
Lancaster	13	13	94	13	6½	97	19	6½	97	19	6½	243	17	0½
Lochiel	14	14	88	9	4½	103	15	10	103	15	10	158	15	0
	61	60	414	8	1½	419	2	6¼	419	2	6¼	654	2	10¾

COUNTY OF

Alfred	5	3	6	19	8¼	18	18	0	18	18	0	6	6	9
Caledonia	5	5	27	6	4	33	9	8	33	9	8	18	14	7
Hawkesbury, East	11	9	65	13	0¾	65	13	1	65	13	1	31	16	7
Do. West	10	10	77	15	2¼	86	14	11	86	14	11	54	9	8
Longueuil	5	5	32	7	2¾	57	2	2	57	2	2	31	13	6
Plantagenet, North	5	5	28	8	0¾	34	0	10	34	0	10	62	8	7½
Do. South	2	2	11	12	9¼	17	0	0	17	0	0	10	0	0
	43	39	250	2	4⅜	312	18	8	312	18	8	215	9	8¼

TICAL REPORT.

Towns, and Incorporated Villages in Upper Canada, for the year 1850.

Expenditures for Teachers Salaries and School Houses.

STORMONT.

AND EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total Amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
242	16	9	0	0	0	484	10	5	484	5	5	0	5	0	24	8	1	508	18	6
76	6	0	0	0	0	143	3	8	116	4	1	26	19	7	148	10	0	291	13	8
309	8	4	8	12	0	547	18	7	526	19	10	20	18	9	134	17	6	682	16	1
32	6	0	5	13	9	128	0	6	127	11	5	0	9	1	6	15	0	134	15	6
660	17	1	14	5	9	1303	13	2	1255	0	9	48	12	5	314	10	7	1618	3	9

DUNDAS.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
200	7	8	0	7	6	407	10	5	396	2	6	11	9	11	121	0	0	528	10	5
87	16	8	0	0	0	205	19	9	203	16	9	2	3	0	125	0	0	330	19	9
207	0	0	4	10	1	433	10	11	387	12	5	45	18	6	38	14	0	472	4	11
56	15	3½	18	14	8½	175	3	11	145	10	6	29	13	5	1	0	0	176	3	11
551	19	7½	23	12	3½	1222	5	0	1133	2	2	89	4	10	285	14	0	1507	19	0

GLENGARRY.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
147	12	0	52	8	1	447	4	9½	432	7	8	15	17	1½	11	9	10	458	14	7½
186	13	7¼	34	17	4	422	18	7	418	17	7	4	1	0	79	2	6	502	1	1
201	7	10½	21	10	2½	415	11	2	415	11	2	0	0	0	3	8	0	418	19	2
92	10	10½	0	0	0	284	16	1	284	16	1	0	0	0	46	0	0	330	16	1
628	4	4¼	108	15	7½	1570	10	7½	1551	12	6	19	18	1½	140	0	4	1710	10	11½

PRESCOTT.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
6	6	9	0	0	0	32	4	5¼	32	4	5¼	0	0	0	0	0	0	32	4	5¼
18	14	7	3	13	3½	83	3	10½	60	12	1	22	11	9½	0	0	0	83	3	10½
31	16	7	93	13	7¼	256	16	4	256	16	4	0	0	0	36	15	5	293	11	9
54	9	8	16	9	9¾	240	9	6¾	240	9	6¾	0	0	0	5	12	8	246	2	2¾
31	13	6	10	4	7	131	7	6	115	8	10	15	18	8	4	17	1	136	4	7
62	8	7¼	0	0	0	124	17	6	124	17	6	0	0	0	0	0	0	124	17	6
10	0	0	0	0	0	38	12	8¾	38	12	9¾	0	0	0	0	0	0	38	12	9¾
215	9	8¼	124	1	3⅝	907	11	11¼	869	1	6¾	38	10	5½	47	5	2	954	17	2¼

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total Number of School Sections reported.	Schools reported in operation.	School Receipts and Apportionment from the Legislative School Grant. £	s.	d.	Amount assessed by the Municipal Council. £	s.	d.	Amount received from the Collector's Roll. £	s.	d.	Amount imposed by Trustees' Rate-Bill. £	s.	d.
Cambridge	1	...	1	7	$11\frac{1}{4}$	9	11	$10\frac{1}{2}$	8	16	$8\frac{3}{4}$	No School in		
Clarence	2	2	6	16	7	16	14	$6\frac{1}{3}$	16	14	$6\frac{1}{3}$	2	11	4
Cumberland	6	4	18	12	6	46	14	$7\frac{1}{2}$	46	14	$7\frac{1}{2}$	2	15	0
Russell	3	3	4	0	$8\frac{1}{2}$	18	9	$9\frac{1}{2}$	17	6	$1\frac{1}{2}$	0	0	0
	12	9	30	17	$8\frac{3}{4}$	91	10	10	89	12	$0\frac{1}{4}$	5	6	4

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Fitzroy	9	8	40	5	$6\frac{3}{8}$	43	2	$8\frac{5}{8}$	43	2	$8\frac{5}{8}$	9	18	6
Gloucester	15	14	45	12	$7\frac{1}{3}$	80	19	10	80	19	10	43	14	$8\frac{1}{3}$
Goulbourn	11	10	57	2	4	Included in amount received from other sources.								
Gower, North	8	8	31	0	10	31	0	$5\frac{1}{4}$	31	0	$5\frac{1}{4}$	60	15	5
Huntley	8	7	50	19	$8\frac{5}{8}$	Included in amount received from other sources.								
March (1849)	4	4	14	19	$6\frac{3}{8}$	14	19	$6\frac{3}{8}$	14	19	$6\frac{3}{8}$	43	16	0
Marlborough	9	9	38	8	$3\frac{5}{8}$	38	8	$2\frac{5}{8}$	38	8	$2\frac{5}{8}$	34	1	2
Nepean	13	12	61	6	$1\frac{1}{2}$	94	13	$2\frac{1}{2}$	90	17	$9\frac{1}{2}$	17	18	$2\frac{1}{2}$
Osgoode	13	10	46	3	$5\frac{1}{8}$	46	5	$5\frac{1}{8}$	46	5	$5\frac{1}{8}$	127	17	8
Torbolton (1849)	2	2	9	4	$8\frac{5}{8}$	9	4	$8\frac{5}{8}$	9	4	$8\frac{5}{8}$	0	0	0
	92	84	395	3	$2\frac{1}{2}$	358	14	$1\frac{3}{8}$	354	18	$8\frac{3}{8}$	338	1	8

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Bastard	18	18	92	6	$11\frac{3}{4}$	101	14	3	101	14	3	140	19	6
Burgess, South	1	1	7	15	$2\frac{1}{3}$	9	1	7	8	16	$10\frac{1}{2}$	5	17	0
Crosby, North	6	6	34	18	$5\frac{1}{4}$	37	18	5	37	18	5	67	4	$6\frac{3}{4}$
Do South	7	7	31	0	10	37	5	$10\frac{1}{2}$	37	5	$10\frac{1}{2}$	19	16	$7\frac{1}{2}$
Elizabethtown	30	30	145	17	11	145	15	9	136	0	0	290	10	1
Elmsley, South	9	8	34	18	$5\frac{1}{4}$	39	0	5	34	4	$5\frac{3}{4}$	58	15	4
Escott	11	9	34	18	$5\frac{1}{4}$	36	3	9	33	5	$9\frac{3}{4}$	48	13	9
Kitley	22	20	97	0	$1\frac{1}{4}$	102	17	10	96	19	$10\frac{3}{4}$	171	15	4
Leeds, Front	6	6	40	8	$8\frac{1}{4}$	48	3	1	48	3	1	96	1	$2\frac{1}{2}$
Lansdowne, Front	8	8	44	18	7	53	10	0	53	10	0	60	0	0
Leeds and Lansdowne, Rear	11	10	42	13	$7\frac{3}{4}$	49	2	5	45	4	$10\frac{1}{4}$	101	5	$8\frac{1}{2}$
Yonge	22	20	89	4	$10\frac{3}{4}$	95	13	11	77	14	$10\frac{3}{4}$	144	5	$11\frac{1}{2}$
	151	143	696	2	$2\frac{1}{4}$	756	7	$3\frac{1}{2}$	710	18	$5\frac{1}{2}$	1205	5	$0\frac{3}{4}$

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Augusta	26	25	143	11	$4\frac{1}{4}$	151	18	0	142	1	$11\frac{1}{2}$	230	6	$1\frac{1}{2}$
Edwardsburgh	22	21	102	8	9	116	8	4	110	11	$11\frac{1}{2}$	115	8	$3\frac{1}{2}$
Gower, South	4	4	20	3	$6\frac{1}{3}$	24	16	10	20	4	4	17	2	11
Oxford	21	21	116	8	$1\frac{1}{3}$	131	3	6	116	0	$11\frac{1}{3}$	113	15	1
Wolford	19	16	85	7	$3\frac{1}{2}$	91	11	11	79	1	$11\frac{1}{2}$	146	1	$8\frac{1}{2}$
	92	87	467	19	$0\frac{3}{4}$	515	18	7	468	1	$1\frac{3}{4}$	622	14	$1\frac{1}{2}$

for 1850.—Table A.—(*Continued.*)

RUSSELL.

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total Amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
operation.						10	4	8	0	0	0	10	4	8	0	0	0	10	4	8
2	11	4	5	19	6	32	2	11½	31	13	8½	0	9	3	0	0	0	32	2	11½
2	7	6	13	11	4	81	5	11½	57	18	5½	23	7	6	2	10	0	83	15	11½
0	0	0	25	18	4½	47	5	2½	47	5	2½	0	0	0	1	0	0	48	5	2½
4	18	10	45	9	2½	170	18	9½	136	17	4½	34	1	5	3	10	0	174	8	9½

CARLETON.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
9	18	6	97	5	7½	190	12	4½	159	12	½	31	0	3	81	11	3	272	3	7½
43	14	8½	51	12	9	221	19	11	221	19	11	0	0	0	14	18	4	236	18	3
			136	5	7½	193	7	11½	193	7	11½	0	0	0	0	0	0	193	7	11½
59	4	9½	33	0	0	154	6	1	152	5	8½	2	0	4½	29	1	4	183	7	5
			98	14	6⅜	149	14	0	149	14	0	0	0	0	36	10	9	186	4	9
43	16	0	0	0	0	73	15	1	73	15	1	0	0	0	0	0	0	73	15	1
34	1	2	82	4	8	193	2	4	193	2	4	0	0	0	17	14	4	210	16	8
17	18	2½	184	5	0¾	354	7	2	346	17	5	7	9	9	0	0	0	354	7	2
98	17	11	0	0	0	191	6	10	165	2	10	26	4	0	9	10	0	200	16	10
0	0	0	0	0	0	18	9	6	18	9	6	0	0	0	0	0	0	18	9	6
307	11	3½	683	8	3⅛	1741	1	3	1674	6	9½	66	14	4½	189	6	0	1930	7	3

LEEDS.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
140	19	6	2	3	8¼	337	4	5	334	2	1	3	2	4	147	15	10	485	0	3
5	17	0	0	0	0	22	9	1	22	9	1	0	0	0	31	0	0	53	9	1
67	4	6¾	7	8	11	147	10	4	126	16	0	20	14	4	3	18	8	151	9	0
19	16	7½	0	0	0	88	3	4	80	14	7	7	8	9	82	10	0	170	13	4
268	18	8	95	8	10	646	3	3	616	19	5½	29	3	9½	269	18	8	916	1	11
58	15	4	0	0	0	127	18	3	118	0	2	9	18	1	0	0	0	127	18	3
47	10	4	0	0	0	115	14	7	112	18	3	1	16	4	19	19	11	135	14	6
168	9	6	32	16	9	395	6	3	386	15	0	8	11	3	7	12	4½	402	18	7½
93	11	2½	0	0	0	182	3	0	179	0	0	3	3	0	15	15	0	197	18	0
60	0	0	21	2	8	179	11	3	171	11	0	8	0	3	15	9	1½	195	0	4½
91	0	8⅛	10	12	8½	189	11	11	189	11	11	0	0	0	15	14	0	205	5	0
144	5	11½	54	18	3½	366	4	0	364	15	9	1	8	3	2	12	9½	368	16	9½
1166	9	4¾	224	10	2¼	2797	19	8	2703	13	3½	93	6	4½	612	6	4½	3410	5	1½

GRENVILLE.

£	s	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
217	6	11	49	16	9	552	16	10½	534	11	1½	18	5	9	4	3	11⅓	557	0	10
102	9	6½	35	4	7½	350	14	7⅔	348	6	8	2	7	11½	13	3	10⅔	363	18	6
17	2	11	14	17	4	72	7	3½	70	17	9	1	9	6½	1	1	5	73	8	8½
113	15	1	40	15	0	386	19	2	362	6	6	24	12	8	59	10	0	446	9	2
146	1	8½	64	15	9½	375	6	9	367	3	3	8	3	6	9	12	9	385	0	6
596	16	2	205	9	6	1738	4	8⅓	1683	5	3½	54	19	5	87	12	0	1825	17	9½

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total number of		School Receipts and											
	School Sections reported.	Schools reported in operation.	Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collector's Roll.			Amount imposed by Trustees' Rate-Bill.		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Bathurst	16	10	74	10	0	74	10	0	74	10	0	72	0	0
Beckwith	12	11	65	19	3 1/2	79	10	3 1/2	79	19	3 1/2	195	2	7
Burgess, North	3	3	18	10	11 5/8	20	3	6 5/8	20	3	6 5/8	56	2	4
Dalhousie and Levant	8	7	34	2	11	35	12	5	35	12	5	71	4	6
Darling	3	3	13	3	10 1/4	22	0	4 3/4	22	0	4 3/4	38	15	9 1/2
Drummond	21	12	96	4	7	102	11	1	102	11	1	418	8	2
Elmsley, North	7	7	54	6	5 1/2	52	16	2 1/2	52	16	2 1/2	132	19	9
Lanark	13	11	65	16	2	74	6	9	74	6	9	170	12	6 1/2
Levant	Reported with Dalhousie—which see.													
Montague	19	14	80	14	2	80	12	9	80	12	9	146	13	3
Ramsay	14	14	77	12	1	77	12	1	77	12	1	172	15	0
Sherbrooke, North	3	3	8	12	3 3/8	11	8	4 5/8	11	8	4 5/8	37	5	3
Sherbrooke, South	3	1	12	0	6 7/8	6	19	1 7/8	6	19	1 7/8	19	10	0
	122	96	601	13	3 5/8	638	13	11 7/8	638	11	11 7/8	1531	9	2

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Admaston	2	2	8	6	0 7/8	8	6	1 1/8	8	6	1 1/8	53	7	10
Bagot and Blithfield	3	2	9	7	9 3/8	9	7	9 3/8	9	7	9 3/8	36	10	0
Bromley	3	3	16	10	7 1/8	16	10	7 1/8	16	10	7 1/8	46	15	0
Horton	3	3	18	3	2 1/4	18	3	2 1/4	18	3	2 1/4	28	0	0
McNab	5	3	27	3	2 3/4	27	3	2 3/4	27	3	2 3/4	86	8	2
Packenham	5	5	38	16	0 1/2	39	1	10 1/2	39	1	10 1/2	73	13	10
Pembroke and Stafford	3	3	14	13	4 1/8	16	7	6 7/8	16	7	6 7/8	95	19	9
Ross	1	1	10	17	3 1/8	10	17	3 1/2	10	17	3 1/2	14	11	6
Stafford	Included in Report from Pembroke—which see.													
Westmeath	7	4	9	10	10 7/8	10	12	6 1/8	10	12	6 1/8	52	16	2
	32	26	153	8	5 5/8	156	10	2 7/8	156	10	2 7/8	488	2	3

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Bedford	2	2	16	16	9 5/8	20	0	0	20	0	0	15	2	6 3/8
Kingston	24	20	206	0	9 3/8	141	11	9 1/2	83	18	9 1/2	253	13	0
Loughborough	11	10	48	8	6	62	19	8	62	19	8	52	9	9 1/2
Pittsburgh	16	12	62	1	8	120	4	4	100	1	1	165	14	7
Portland and Hinchinbrooke	16	13	49	7	1 1/2	75	0	0	75	0	0	96	4	5
Storrington	8	8	59	12	0	59	12	0	59	12	0	42	11	7 1/2
Wolfe Island	9	12	53	14	0 1/2	53	13	11	53	13	11	90	3	2
	86	77	496	0	11	533	1	8 1/2	455	5	5 1/2	715	19	1 3/8

for 1850.—Table A.—(*Continued.*)

LANARK.

Expenditures for Teachers' Salaries and School Houses.

Amount received from Rate-Bill.			Received from other sources and Free School assessments, &c.			Total amount received and available for Teachers' Salaries.			Total Amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries, and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
172	0	0	0	0	0	321	0	0	299	0	10	21	19	2	0	0	0	321	0	0
156	14	10	25	6	8½	328	0	1	328	0	1	0	0	0	146	13	4	474	13	5
46	17	0	0	0	0	85	11	6	85	11	6	0	0	0	0	0	0	85	11	6
71	4	5	0	0	0	141	9	9	138	4	6	3	5	3	17	0	0	158	9	9
38	15	9½	4	7	0	78	7	0½	72	10	0	5	17	0½	0	0	0	78	7	0½
359	12	3	19	1	11	577	9	10	498	10	0	78	19	10	123	8	3½	700	18	1½
132	19	9	7	8	2	247	10	7	247	10	7	0	0	0	13	0	0	260	10	7
168	19	6½	75	4	2	384	6	7½	350	10	7½	33	16	0	38	0	2	422	6	9½
110	15	0	33	8	1	205	10	0	193	18	4	11	11	8	31	4	3	236	14	3
172	15	0	11	7	6	339	6	8	156	6	10	183	19	10	54	0	5	393	7	1
37	5	3	1	14	4	59	0	0	59	0	0	0	0	0	12	5	0	81	5	0
19	10	0	0	0	0	38	9	8	29	0	0	9	9	8	0	0	0	38	9	8
1487	8	10	177	17	10½	2806	11	10	2458	3	3½	348	18	5½	435	11	5½	3251	13	2½

RENFREW.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
53	7	10	0	0	0	70	0	0	70	0	0	0	0	0	0	0	0	70	0	0
25	0	0	0	0	0	43	15	7	25	0	0	18	15	7	15	0	0	58	15	7
46	15	0	0	0	0	79	16	3	76	14	0	3	2	3	38	0	0	117	16	3
28	0	0	20	0	0	84	6	5	68	13	11	15	12	6	22	10	0	106	16	5
55	7	6	0	0	0	109	13	11	109	5	5	0	8	6	53	10	0	163	3	11
51	1	11	67	13	9	196	13	7	120	3	2	76	10	5	0	0	0	196	13	7
32	10	0	4	10	0	68	0	11	44	14	9	23	6	2	13	9	0	81	9	11
14	11	6	5	16	6	42	2	7	24	0	0	18	2	7	7	10	0	49	12	7
37	15	0	39	5	0	97	3	5	91	0	6	6	2	11	10	0	0	107	3	5
344	8	9	137	5	3	791	12	8	639	11	9	162	0	11	159	19	0	951	11	8

FRONTENAC.

£	s.	d.	£	s.	d.	£	s	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
15	2	6 3/3	0	0	0	51	19	4	51	19	4	0	0	0	0	0	0	51	19	4
216	5	5	40	3	3 5/9	546	8	3½	480	13	4	65	14	11⅓	103	15	10	650	4	1½
52	9	9½	9	0	10½	172	18	10	172	18	10	0	0	0	7	10	0	180	8	10
165	14	7	0	0	0	327	17	4	320	0	0	7	17	4	61	4	7	389	1	11
96	4	5	40	18	3½	261	9	10	246	8	7	15	1	3	15	12	6	277	2	4
42	11	7½	30	19	6½	192	15	2	192	15	2	0	0	0	9	3	9	201	18	11
85	1	6	38	14	3½	231	3	9	221	12	1	9	11	8	25	0	0	256	3	9
673	9	10 3/8	159	16	3 5/8	1784	12	6½	1686	7	4	98	5	2½	222	6	8	2006	19	2½

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total number of School Sections reported.	Schools reported in operation.	School Receipts and Apportionment from the Legislative School Grant. £	s.	d.	Amount assessed by the Municipal Council. £	s.	d.	Amount received from the Collector's Roll. £	s.	d.	Amount imposed by Trustees' Rate-Bill. £	s.	d.
Adolphustown	6	6	17	16	11¾	45	13	4	45	13	4	61	18	5¼
Fredricksburgh	21	20	86	10	6⅜	149	6	5⅛	149	6	5⅛	232	3	1
Richmond	18	17	83	3	10	144	9	3	144	9	3	259	17	0½
	45	43	187	11	4⅝	339	9	0⅛	339	9	0⅛	553	18	6¾

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Amherst Island	5	5	32	8	9¼	32	8	9¾	32	8	9¾	71	13	10
Camden, East	34	34	179	6	10⅝	190	0	0	190	0	0	345	13	10⅝
Ernestown	28	22	128	10	3	147	8	4	146	6	1	349	13	0
Sheffield	10	9	54	6	5½	54	6	5½	54	6	5½	59	8	4
	77	70	394	12	4⅛	424	3	7¼	423	1	4¼	826	9	0⅝

COUNTY OF

			£	s.	d.	£	s.	d	£	s.	d.	£	s.	d.
Elzevir	0	0	4	3	9¾	4	3	9¾	4	3	9¾	Included in Ma		
Hungerford	14	10	73	6	8⅝	73	6	8⅝	73	6	8⅝	116	13	2
Huntingdon	12	9	56	6	9½	90	0	0	56	6	9	30	18	0½
Madoc and Elzevir	15	10	41	1	0⅝	44	0	0⅝	44	0	0⅝	83	10	11
Marmora	6	3	17	1	5⅜	20	0	6	20	6	0	34	6	6½
Rawdon	18	14	72	18	11½	72	18	11½	72	18	11½	145	9	8½
Sidney	25	20	102	11	10	102	11	10	102	11	10	212	0	6
Thurlow	23	20	108	12	11¼	108	12	11¼	108	12	11¼	240	16	0
Tyendinaga	30	25	151	12	9¼	151	12	9¼	151	12	9¼	298	6	3
	143'	111	627	13	10¼	667	7	6½	633	19	10¼	1162	1	1½

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Ameliasburgh	20	20	82	9	10⅜	152	3	1⅝	152	3	1⅝	310	1	6
Athol	12	12	42	7	5¼	55	19	8	55	19	8	101	12	9¾
Hallowell	16	14	61	6	1¾	104	0	6	104	0	6	282	6	0
Hillier	18	18	70	3	1	86	4	0	86	4	0	262	12	8
Marysburgh	19	18	95	9	0¾	120	8	3¼	120	8	3¼	85	7	11
Sophiasburgh	21	17	85	8	10⅜	92	0	0⅜	92	0	0⅜	186	17	0
	106	99	437	4	5¼	610	15	7¾	610	15	7¾	1228	17	10¾

for 1850.—Table A.—(*Continued.*)

LENNOX.

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-bill.			Received from other sources and Free School assessments, &c.			Total amount received and available for Teachers' Salaries.			Total amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries, and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
61	18	$5\frac{1}{4}$	0	0	0	125	8	9	121	18	0	3	10	9	0	6	6	125	15	3
232	3	1	0	0	0	468	0	1	463	6	7	4	13	6	31	16	3	499	16	4
259	17	0	11	13	$1\frac{1}{2}$	499	3	3	497	1	9	2	1	6	156	7	0	655	10	3
553	18	$6\frac{3}{4}$	11	13	$1\frac{1}{2}$	1092	12	1	1082	6	4	10	5	9	188	9	9	1281	1	10

ADDINGTON.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
71	13	10	0	10	4	137	1	9	137	1	9	0	0	0	8	18	7	146	0	4
345	13	$10\frac{5}{8}$	0	0	0	715	0	9	670	10	6	44	10	3	15	0	9	730	1	6
301	7	8	57	16	10	634	0	10	609	3	0	24	17	10	300	18	8	934	19	6
59	8	4	1	10	0	169	11	3	151	7	0	18	4	3	0	0	0	169	11	3
778	3	$8\frac{5}{8}$	59	17	2	1655	14	7	1568	2	3	87	12	4	324	18	0	1980	12	7

HASTINGS.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d
doc—which see.						4	3	$9\frac{3}{4}$	4	3	$9\frac{3}{4}$	0	0	0	0	0	0	4	3	$9\frac{3}{4}$
116	13	2	24	15	0	288	1	7	260	15	2	27	6	5	0	9	9	288	11	4
24	18	$0\frac{1}{2}$	26	4	$6\frac{1}{2}$	163	16	$2\frac{1}{2}$	142	8	11	21	7	3	8	5	0	172	1	$2\frac{1}{2}$
80	0	0	0	0	0	165	1	1	125	2	0	39	19	1	38	18	6	203	19	7
34	6	$6\frac{1}{2}$	0	0	0	71	8	6	46	0	2	25	8	4	10	0	0	81	8	6
124	6	2	55	15	9	325	19	10	293	12	$4\frac{1}{2}$	32	7	$5\frac{1}{2}$	142	14	$2\frac{1}{2}$	468	14	$0\frac{1}{2}$
212	0	6	42	15	$5\frac{1}{2}$	459	19	$7\frac{1}{2}$	427	17	5	32	2	$2\frac{1}{2}$	93	3	6	553	3	$1\frac{1}{2}$
240	16	0	0	0	0	458	1	$10\frac{1}{2}$	426	17	0	31	4	11	175	18	3	634	0	$1\frac{1}{2}$
298	6	3	0	0	0	601	11	$9\frac{1}{2}$	439	15	$1\frac{1}{2}$	161	16	8	25	0	0	626	11	$9\frac{1}{2}$
1131	6	8	149	10	9	2542	13	8	2171	1	4	371	12	4	494	9	$2\frac{1}{2}$	3032	13	$3\frac{3}{4}$

PRINCE EDWARD.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
280	11	10	0	0	0	515	4	10	505	18	1	9	6	9	10	0	3	525	5	1
101	12	$9\frac{3}{4}$	0	0	0	199	19	11	197	6	7	2	13	4	62	0	1	262	0	0
282	0	6	23	7	$6\frac{1}{4}$	470	14	8	464	1	10	6	18	4	5	3	8	475	18	4
209	12	1	102	13	$2\frac{1}{2}$	468	12	$4\frac{1}{2}$	449	3	$2\frac{1}{2}$	19	9	2	80	3	8	548	16	$0\frac{1}{2}$
85	7	11	72	19	4	374	4	7	346	16	9	27	7	10	52	19	0	427	3	7
186	17	0	65	2	9	429	8	8	388	11	6	40	17	2	55	8	7	484	17	3
1146	2	$1\frac{3}{4}$	264	2	$9\frac{3}{4}$	2458	5	$0\frac{1}{2}$	2351	12	$9\frac{1}{2}$	106	12	3	265	15	3	2724	0	$3\frac{1}{2}$

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools reported. Total Number of School Sections reported.	Schools reported in operation.	School Receipts and Apportionment from the Legislative School Grant. £	s.	d.	Amount assessed by the Municipal Council. £	s.	d.	Amount received from the Collector's Roll. £	s.	d.	Amount imposed by Trustees' Rate-Bill. £	s.	d.
Alnwick	3	2	6	17	9¾	6	17	9¾	6	17	9¾	36	19	3
Cramahé	26	27	103	4	3¼	103	4	3¼	99	17	0	179	2	1
Haldimand	22	22	80	0	6¼	80	0	6¼	78	2	5¾	215	11	6
Hamilton	16	16	95	9	0¾	101	0	3¼	101	0	3¼	336	3	0½
Monaghan, South	5	5	31	16	4¼	31	16	4¼	31	16	4¼	107	6	8
Percy	10	10	45	15	8¾	45	15	8¾	45	15	8¾	41	8	2
Murray	27	25	131	18	6½	136	13	2½	113	1	6½	346	7	0
Seymour	9	8	51	4	4½	51	4	7½	51	4	7½	106	5	2
	118	115	546	6	8	556	12	9¼	527	15	9¼	1369	2	10½

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Cartwright	3	3	37	5	0	53	2	1	53	2	1	40	7	3
Cavan	19	18	110	3	11½	122	10	10	122	10	10	337	1	5
Clarke	22	22	143	11	4¼	143	11	4¼	143	11	4¼	577	8	11
Darlington	22	21	182	7	4¾	182	7	4¼	182	7	4¼	371	19	10½
Hope	20	17	107	1	10½	106	16	10½	105	18	0½	276	18	6
Manvers	8	7	40	14	10⅛	50	0	0	45	11	1⅛	69	7	0
	94	88	621	4	5⅛	658	8	6	653	0	9⅞	1773	2	11½

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Asphodel	9	8	38	16	0½	64	18	1	50	9	4	70	9	4
Belmont	1	1	4	13	1½	8	3	6½	7	18	7	5	0	0
Douro	7	6	46	11	4	72	3	0	72	3	0	6	7	9
Dummer	7	7	35	13	11½	55	0	0	55	0	0	16	19	2
Eldon	6	5	31	16	4⅞	33	1	4½	33	1	4½	13	0	0¼
Emily	14	12	85	7	3½	117	11	1	117	11	1	62	15	2
Ennismore	2	2	15	10	5	20	10	11	20	10	11	0	0	0
Fenelon	3	3	8	10	8¾	8	14	7¾	8	14	7¾	0	0	0
Mariposa	17	17	62	1	8	101	11	10	62	1	8	86	8	5½
Monaghan, North	4	3	58	19	7	40	13	9	40	13	9	55	13	1
Ops	11	7	46	11	3	109	18	7	102	8	10	33	16	0
Otonabee	12	11	77	12	1	144	17	6	144	17	6	114	3	10
Smith	11	10	58	19	7	99	17	7½	99	17	7½	64	16	4
Verulam	2	2	10	17	3½	16	15	7½	16	15	7½	3	2	10
	106	94	582	0	7½	893	17	6¾	832	3	11¼	532	10	3¾

for 1850.—Table A.—(*Continued.*)

NORTHUMBERLAND.

Expenditures for Teachers' Salaries and School Houses.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c. &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
36	19	3	0	0	0	50	14	10½	47	0	0	2	14	10½	2	18	4½	53	13	3
173	17	1	31	10	8¼	408	9	0½	395	9	4	12	19	8½	156	15	0	565	4	0½
194	13	1	67	8	10	420	4	11	378	13	8	4	11	3	31	0	0	451	4	11
277	15	8½	93	5	4	567	10	4½	508	15	5	58	14	11½	158	0	0	725	10	4½
107	6	8	19	1	1½	190	0	6	164	19	0	25	1	6	36	0	0	226	0	6
30	1	0	0	0	0	121	12	5	82	3	8½	39	8	8½	89	2	8	210	15	1
346	7	0	47	2	0	638	9	1	635	7	10	3	1	3	123	9	9	761	18	10
104	0	6	25	12	2	232	1	8	209	13	8	22	7	9	84	10	4	316	12	0
1271	0	3½	284	0	1¾	2629	2	10½	2422	2	7½	169	0	0	681	16	1½	3310	19	0

DURHAM.

£	s	d.	£	s	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
40	7	3	10	9	0	141	3	4	94	17	0	46	6	4	0	9	6	141	12	10
258	7	3½	65	10	1	556	12	2	542	10	7½	14	1	6½	49	0	7½	615	12	9½
482	5	1	2	10	0	771	17	9½	720	12	10½	51	4	11	189	8	3½	961	6	1
281	10	6	35	17	9	682	3	0	563	19	2	118	3	10	48	5	3	730	8	3
338	3	6	42	13	3	593	16	8	553	16	8	40	5	0	18	7	0	612	3	8
69	7	0	24	7	3	180	0	3	164	9	1	15	11	2	68	5	11	248	6	2
1470	0	7½	181	7	4	2925	13	2½	2640	0	5	285	12	9½	383	16	7	3309	9	9½

PETERBOROUGH.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
50	5	7½	8	14	10	148	5	10	148	5	19	0	0	0	1	19	6	150	5	4
5	0	0	4	8	1½	21	19	10	21	19	10	0	0	0	1	19	6	23	19	4
6	7	9	1	13	9	126	15	9	125	10	11	1	12	10	0	7	5	127	3	2
16	19	2	14	1	5	121	14	6½	116	13	6	5	0	0½	2	7	11	124	2	5½
13	0	0½	0	0	0	77	17	9	68	0	9	9	17	0	56	18	1	134	15	9
62	15	2	4	0	0	269	13	6½	265	4	10	4	8	8½	39	17	10	309	11	4½
0	0	0	0	0	0	36	1	4	36	1	4	0	0	0	0	0	0	36	1	4
0	0	0	0	0	0	17	5	4½	17	5	4½	0	0	0	28	14	11	46	0	3½
72	3	8½	10	1	0	206	8	0½	174	18	6½	31	9	6	258	12	0	465	0	0½
55	13	1	0	0	0	155	6	5	131	2	5	24	4	0	0	11	6	155	17	11
33	16	0	0	0	0	182	16	1	154	16	0	28	0	0	30	0	0	212	16	1
114	0	0	0	0	0	336	9	7	333	15	7	8	14	0	131	16	0	468	5	7
64	16	4	32	4	9½	255	18	4	231	14	3	24	4	1	19	11	10½	275	10	2½
3	2	10	5	1	4	35	17	1	35	17	1	0	0	0	8	12	6	44	9	7
497	19	8¼	80	5	3	1992	9	6	1859	19	4	137	10	2	581	8	11½	2573	18	5½

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total Number of School Sections reported.	Schools reported in operation.	School Receipts and Apportionment from the Legislative School Grant. £	s.	d.	Amount assessed by the Municipal Council. £	s.	d.	Amount received from the Collector's Roll. £	s.	d.	Amount imposed by Trustee's Rate-Bill. £	s.	d.
Adjala	8	7	55	1	11 3/4	65	15	0	55	1	11 1/4	51	9	0
Collingwood	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Essa	7	6	29	14	5 3/4	31	19	1	31	19	1	66	7	0
Flos	3	2	8	16	11 1/4	12	13	5	8	16	11 3/4	11	3	0
Gwillimbury, West	15	15	112	5	10 1/4	114	6	7	114	6	7	301	2	3
Innisfil	8	8	47	9	10 1/4	47	9	10	47	9	10	136	5	11
Medonte	6	7	24	15	1	27	0	0	24	10	3	51	14	4
Mono	12	12	67	18	0	67	18	0 7/8	67	18	0 1/8	43	11	5
Mulmur	4	2	13	17	9	17	12	3 1/8	17	12	3	24	2	8
Nottawasaga	7	5	34	1	4	39	6	1	36	3	6	24	6	8
Orillia, North	1	0	3	13	6	5	7	0 1/4	5	7	0 1/4	0	0	0
" South	1	1	11	13	9	14	13	9	14	13	9	15	0	0
Oro	10	7	48	17	9 3/8	63	2	6	63	2	6	61	6	3
St. Vincent	5	3	20	19	0	20	19	0 3/4	20	19	0 3/8	33	7	2
Sunnidale	2	1	4	11	6	9	12	5	8	3	9 1/8	0	0	0
Tay	3	3	5	7	1 1/8	10	5	0	10	5	0	21	2	9
Tecumseth	18	19	99	19	1	99	19	1	99	19	1	260	16	2
Tiny	4	4	14	7	1	19	12	11	19	12	11	48	3	11
Tossorontio	3	0	8	12	3	0	0	0	0	0	0	0	0	0
Vespra	5	3	29	14	5 3/8	36	5	0	29	14	5 3/8	41	5	0
	123	106	641	17	3 3/8	703	17	0 1/4	675	16	0 3/8	1191	3	6

COUNTY OF

Brock	17	15	83	11	7 1/4	95	15	11	94	18	4 7/8	117	16	6
Georgina	3	3	18	3	2 1/4	22	2	0	22	1	5 1/4	53	4	0
Gwillimbury, North	4	4	29	6	8	31	6	10	29	6	7 1/4	71	6	4 1/2
" East	17	12	63	11	1	75	19	7	75	12	11 1/8	130	19	9
Mara	4	2	11	1	11	13	1	4	12	1	0 5/8	3	15	0
Reach	13	13	62	1	8	69	19	5	69	4	7	195	4	7 1/2
Scott	3	2	12	9	10 5/8	13	16	1	13	15	0 3/8	11	18	9
Thorah	5	5	21	8	4 1/2	24	17	2	23	0	0	31	3	9
Uxbridge	6	5	62	12	*11 1/4	36	11	11	33	10	0	92	9	6
Whitchurch	25	19	90	15	11 1/4	97	8	8	97	0	0 1/4	295	4	8
	97	89	455	3	4 3/4	480	18	11	470	10	0 3/4	1053	3	11

* Including balance of apportionment in 1849 and 1850.

COUNTY OF

Etobicoke	8	10	85	13	6	97	5	5 1/2	96	0	0	202	8	0 1/2
King	23	18	129	5	9 1/4	145	1	8 1/4	145	1	8 1/4	478	7	2
Vaughan	19	18	169	17	6 1/8	190	9	1 3/8	175	0	0	580	8	5
York	22	22	212	11	1	227	1	8 1/2	225	0	0 1/8	378	1	1
	72	68	597	7	11 1/4	659	17	11 3/4	641	1	8 3/8	1639	4	8 1/2

for 1850.—Table A.—(*Continued.*)

SIMCOE.

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c. &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
50	1	0	3	0	0	163	4	11	151	17	11	11	7	0	48	14	5½	211	19	4½
0	0	0	10	0	0	10	0	0	10	0	0	0	0	0	0	0	0	10	0	0
66	7	0	47	2	11⅝	175	3	6	168	13	9	6	9	9	9	5	0	184	8	6
11	3	0	0	0	0	28	16	11	28	16	11	0	0	0	0	0	0	28	16	11
301	2	3	23	19	9⅝	551	14	6	551	14	6	0	0	0	202	4	2	753	18	8
114	17	1	0	0	0	209	16	9½	170	15	7	39	1	2½	9	2	10	218	19	7½
51	14	4	22	14	4⅝	123	14	1	123	14	1	0	0	0	0	0	0	123	14	1
33	0	5	0	0	0	168	16	6	147	14	6	21	2	0	9	1	0	177	17	6
24	2	8	0	0	0	55	12	9	41	7	1½	14	5	7½	0	0	0	55	12	9
24	6	8	0	0	0	94	11	7	86	15	0	7	16	7	0	0	0	94	11	7
0	0	0	0	0	0	9	0	7	0	0	0	9	0	7	0	0	0	9	0	7
15	0	0	0	0	0	41	7	6	30	0	6	11	7	0	0	0	0	41	7	6
60	0	2¼	0	0	0	172	0	6	160	0	6	12	0	0	10	0	0	182	0	6
31	12	0	0	0	0	73	10	1½	73	10	1	0	0	0	0	15	0	74	5	1½
0	0	0	0	0	0	12	15	4	12	15	4	0	0	0	0	0	0	12	15	4
21	2	9	0	0	0	36	14	10	36	14	10	0	0	0	0	0	0	36	14	10
214	5	2	10	7	3⅛	424	10	8	413	1	11	11	8	9	71	8	0	495	18	10
39	17	6	20	13	3	94	10	9⅝	94	10	9⅝	0	0	0	0	0	0	94	10	9⅝
0	0	0	0	0	0	8	12	3⅜	0	0	0	8	12	3⅜	0	0	0	8	12	3⅜
40	4	5	15	12	7	115	5	11	115	5	11	0	0	0	0	0	0	115	5	11
1098	16	5¼	153	10	3	2570	0	0	2413	9	11⅝	156	10	0⅜	360	10	5½	2930	10	8½

YORK,—NORTH RIDING.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
95	17	4	4	10	0	278	17	4	270	12	4	8	5	0	20	3	0	290	15	4
53	4	0	0	0	0	93	8	7	93	8	7	0	0	0	3	0	0	96	8	7
68	14	1	0	0	0	127	7	4½	94	6	2½	33	1	2	0	0	0	127	7	4½
180	19	9	20	16	11	341	0	9	291	14	2	49	6	7	42	15	0	334	9	2
8	15	0	0	0	0	26	18	0	26	18	0	0	0	0	0	0	0	26	18	0
142	18	3½	15	2	0½	289	6	7	279	11	1	9	15	6	68	18	9	358	5	4
11	18	9	0	0	0	38	3	8	38	3	8	0	0	0	0	0	0	38	3	8
31	3	9	1	1	11	76	14	0	51	18	6½	24	15	5½	29	5	0	105	19	0½
92	9	0	0	0	0	198	11	11½	169	7	6	29	4	5½	2	0	0	200	11	11½
295	4	8	34	16	8	517	17	4	517	17	4	0	0	0	28	16	10	546	14	2½
976	4	7½	76	7	6½	1978	5	7½	1823	17	5½	154	8	2	194	18	7	2173	4	2

YORK,—SOUTH RIDING.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
192	2	7	39	14	1	413	10	2	382	1	6	31	8	8	115	15	0	529	5	2
433	11	2	0	0	0	707	18	7½	691	3	0	16	15	7½	85	19	6	793	18	1½
579	13	2	30	14	10⅞	955	5	7	930	3	3	25	2	4	187	9	6	1142	15	1
369	14	8	77	11	10	884	17	8	868	4	3	16	13	5	302	16	3	1187	3	11
1575	1	7	148	0	9⅞	2961	12	0½	2871	12	0	90	0	0½	692	0	3	3653	12	3½

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total number of		School Receipts and											
	School Sections reported.	Schools reported in operation.	Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collector's Roll.			Amount imposed by Trustees' Rate-Bill.		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Markham	30	26	188	17	9¼	222	15	4½	218	13	11¼	574	8	0
Pickering	22	19	156	10	6	181	18	2½	181	3	7¾	271	1	10
Scarborough	11	10	88	0	0	100	6	2	96	4	3¼	241	19	0
Whitby	25	24	201	12	3¾	209	11	9	209	0	0¼	491	15	0
	88	79	635	0	8⅜	714	11	6	705	1	10⅛	1579	3	10

COUNTY OF YORK—

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Albion	11	11	107	11	2¼	119	1	6	113	0	0¼	169	2	0
Caledon	13	13	89	11	1¾	100	1	11	98	0	0¾	131	16	2½
Chinguacousey	27	27	178	17	6⅜	201	12	4⅜	200	14	0⅜	545	19	4
Gore of Toronto	7	7	37	5	0	43	0	5	42	11	0	193	5	7½
Toronto	24	24	178	6	8¼	210	0	0½	190	10	0¼	445	1	8
	82	82	591	11	6⅜	673	16	2⅞	644	15	1⅛	1485	4	10

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d
Ancaster	14	16	88	9	4⅛	107	13	3	101	1	3	429	5	5
Barton	7	6	38	16	0½	39	1	4	38	0	4	106	2	6
Binbrooke	6	6	34	18	5¼	36	19	11	36	19	11	107	12	3½
Brantford	22	19	146	13	5¼	160	0	0	160	0	0	607	17	0
Glandford	4	4	36	9	5¾	32	11	10¼	32	11	10½	109	15	9
Onondaga	7	6	38	0	6¼	38	0	6	38	0	6	86	19	11½
Saltfleet	11	10	69	16	10½	61	3	10½	61	3	10½	279	0	3
	71	67	453	4	2	475	10	8¾	467	17	8¾	1726	13	2

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Beverley	18	17	108	12	11	102	16	5¾	102	16	5¾	302	3	5
Dumfries	25	22	151	19	0	151	19	0	151	19	0	673	1	0
Esquesing	17	17	126	9	10⅜	126	7	0¼	126	7	0¼	279	12	6
Flamborough, East	6	5	59	19	9⅝	52	9	2	52	9	2	147	3	11
Do West	10	9	69	16	10½	75	0	0	75	0	0	221	5	4
Nassagaweya	8	8	52	1	5⅜	52	1	5	52	1	5	129	13	2¾
Nelson	15	15	92	5	5⅛	100	4	9	100	4	9	311	9	8
Trafalgar	20	18	150	11	0½	213	18	4	207	5	2	435	18	6½
	119	111	811	16	4⅜	874	16	2	868	3	0	2500	7	7¼

for 1850.—Table A.—(*Continued.*)

East Riding.

Expenditures for Teachers' Salaries and School Houses.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
521	4	8	0	18	1½	929	14	6	922	1	9½	7	12	8½	36	12	3	966	6	9
271	1	10	63	18	5⅓	672	14	5½	632	0	11	40	13	6½	89	11	0	762	5	5½
210	5	0	16	2	11	410	12	3	410	12	3	0	0	0	1	9	11	412	2	2
447	12	0	83	14	4½	941	18	8½	851	12	0	90	6	8½	296	10	4	1238	9	0½
1450	3	6	164	13	10½	2954	19	11	2816	16	11½	138	2	11½	424	3	6	3379	3	5

West Riding.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
150	11	0	12	0	0	383	2	2⅓	383	2	2⅓	0	0	0	65	9	6	448	11	8
110	9	7	18	2	6	316	3	2½	309	11	3	6	11	11	27	15	0	343	18	2½
511	3	0	16	2	6	806	17	1	774	5	4	32	11	9	67	13	1	874	10	2½
192	14	8½	7	7	11½	279	18	8	279	18	8	0	0	0	18	1	10	298	0	6½
445	1	8	70	0	0	883	18	4½	811	14	4½	72	4	0	25	0	0	908	18	4½
1409	19	11½	123	11	11½	2669	19	6½	2558	11	10	111	7	8	203	19	5½	2873	19	0

WENTWORTH.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
384	19	8	9	19	0¼	584	9	3¾	583	15	9⅓	0	13	6¼	59	5	4½	643	14	8¼
104	15	10	58	5	7½	239	17	10	222	2	0	17	15	10	24	19	2	264	17	0
106	8	8½	0	12	9	178	19	9⅝	178	8	4	0	11	5¾	3	7	9	182	7	6¾
607	17	0	65	15	6¼	980	5	11½	794	14	2	185	11	9½	259	15	2	1240	1	1½
109	15	9	4	1	3	182	18	4	171	18	0	11	0	4	0	0	0	182	18	4
85	5	9½	9	0	10¾	170	7	8½	155	1	1½	15	6	7	78	0	0	248	7	8½
279	0	3	0	0	0	410	1	0	407	15	11	2	5	1	54	4	3	464	5	3
1678	2	11	147	15	0¾	2746	19	11½	2513	15	3	233	4	7½	479	11	8½	3226	11	8

HALTON.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
277	11	4½	17	1	9	506	2	6¼	500	5	11	5	16	7¼	123	19	9	630	2	3¼
598	14	6	121	10	4	1024	2	10	987	17	10½	36	5	0	36	11	0	1060	13	10
224	10	0	102	1	4	579	8	3	564	19	0	14	10	3	0	0	0	579	8	3
129	4	8½	0	0	0	241	13	7⅝	240	17	8	0	15	11⅛	0	0	0	241	13	7⅝
202	3	1½	89	0	11½	436	0	11½	426	4	8½	9	16	3½	116	13	8½	552	14	7½
119	2	7½	7	0	6⅜	230	6	0¼	210	19	0½	19	7	0	26	14	9½	257	0	9¾
299	4	8	40	11	11½	532	6	10	515	4	2	17	2	8	0	5	0	532	11	10
423	1	2	128	5	0	909	2	5½	873	0	1¼	36	2	4	43	17	0	952	19	5½
2273	12	2½	506	1	11¼	4459	13	6⅛	4319	17	5½	139	16	0⅞	348	1	2½	4807	14	8⅝

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total Number of		School Receipts and											
	School Sections reported.	Schools reported in operation.	Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collector's Roll.			Amount imposed by Trustees' Rate-Bill.		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Caistor	6	6	28	8	$0\frac{3}{4}$	51	8	$10\frac{1}{4}$	51	8	$10\frac{1}{4}$	93	0	0
Clinton	9	11	54	0	3	109	13	7	109	13	7	157	7	2
Gainsborough	11	11	51	13	$8\frac{1}{4}$	100	0	0	94	14	0	135	7	8
Grantham	15	9	79	12	$5\frac{1}{4}$	175	0	0	150	0	0	164	1	4
Grimsby	13	13	60	4	5	194	8	1	194	8	1	160	19	9
Louth	6	6	43	18	$5\frac{3}{4}$	59	17	9	49	5	$6\frac{1}{4}$	130	17	10
Niagara	9	7	57	2	4	124	6	8	124	6	8	155	2	0
	69	63	374	19	8	814	14	$11\frac{1}{4}$	773	16	$8\frac{1}{2}$	996	15	8

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Bertie	13	13	66	8	7	173	3	8	167	1	5	229	7	$6\frac{1}{2}$
Crowland	10	10	36	18	$9\frac{1}{4}$	80	0	0	55	14	$9\frac{1}{4}$	122	8	$9\frac{1}{2}$
Humberstone	8	7	53	4	$8\frac{3}{4}$	72	11	0	72	5	$6\frac{1}{4}$	92	10	6
Pelham	11	11	53	4	$8\frac{3}{4}$	110	0	0	110	0	0	228	2	$9\frac{1}{4}$
Stamford	10	10	76	10	$4\frac{1}{4}$	174	19	$6\frac{1}{2}$	174	19	$6\frac{1}{2}$	182	13	0
Thorold	11	9	62	7	$2\frac{3}{4}$	210	15	2	210	15	2	198	0	2
Wainfleet	10	8	36	7	$11\frac{1}{8}$	58	15	$7\frac{1}{2}$	58	2	$6\frac{1}{2}$	90	16	$4\frac{1}{2}$
Willoughby	7	6	36	18	$9\frac{1}{2}$	100	19	0	100	19	0	113	7	0
	80	74	432	18	$8\frac{3}{8}$	981	4	0	949	17	$11\frac{3}{4}$	1257	6	$1\frac{3}{4}$

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Canborough	6	5	23	14	$11\frac{1}{4}$	40	7	$11\frac{3}{4}$	40	7	$11\frac{3}{4}$	96	4	$1\frac{1}{2}$
Cayuga, North	9	8	26	1	0	60	18	10	47	10	4	127	10	7
" South	3	3	20	4	$0\frac{1}{2}$	34	13	2	34	13	2	48	12	6
Dunn	2	2	19	1	$9\frac{3}{4}$	25	19	$10\frac{1}{4}$	25	19	$10\frac{1}{4}$	14	10	0
Moulton and Sherbrooke	8	6	43	12	$3\frac{1}{4}$	62	7	4	62	7	4	122	15	4
Oneida	10	6	30	5	$3\frac{3}{4}$	50	0	0	50	0	0	119	16	$7\frac{1}{4}$
Rainham	6	6	30	2	$2\frac{1}{2}$	61	16	6	61	16	6	70	17	3
Seneca	13	12	50	8	$10\frac{1}{4}$	74	19	$11\frac{3}{4}$	74	19	$11\frac{3}{4}$	266	3	$10\frac{1}{2}$
Walpole	17	10	58	0	$11\frac{1}{4}$	120	0	0	110	0	0	77	18	10
	74	58	301	11	$4\frac{3}{4}$	531	3	$7\frac{3}{4}$	507	15	$1\frac{3}{4}$	944	9	$1\frac{1}{4}$

for 1850.—Table A.—(*Continued.*)

LINCOLN.

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total Amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
93	0	0	23	0	0	195	16	11	186	10	1	9	6	10	0	0	0	195	16	11
157	7	2	151	9	4	472	10	4	458	6	4	14	4	0	70	9	9	543	0	1
135	7	8	31	14	2¾	313	9	7	301	16	1	11	13	6	27	10	0	340	19	7
139	18	9	81	0	5¾	450	11	8	450	1	5	0	10	3	3	17	8	454	9	4
145	10	5	2	9	0	402	11	11	401	13	8	0	18	3	20	3	9	422	15	8
130	17	10	25	12	7	249	14	5	224	7	1	25	7	4	1	5	0	250	19	5
154	19	6	68	17	9	405	6	3	374	7	6	30	18	9	87	10	0	492	16	3
957	1	4	384	3	4½	2490	1	1	2397	2	2	92	18	11	210	16	2	2700	17	3

WELLAND.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
222	8	2½	14	18	7½	470	16	10	467	1	0	3	15	10	4	10	8½	475	7	6½
104	5	8	28	5	7½	225	4	10½	220	18	8	4	6	2½	6	14	0	231	18	10½
92	10	6	0	0	0	218	0	9	198	8	10	19	11	11	0	0	0	918	0	9
228	2	9¼	82	13	2	474	0	8	418	3	8	55	17	0	1	5	0	475	5	8
165	7	3½	31	19	0¾	448	16	3	448	16	3	0	0	0	125	14	5½	574	10	8½
181	9	0	48	19	9	503	11	1½	442	2	8	61	8	4½	144	1	6	647	12	7½
90	16	4½	49	13	3⅗	235	0	2	215	10	8½	19	9	5½	106	7	6	341	7	8
112	12	0	12	15	7½	263	5	5	251	11	2	11	14	3	1	7	7½	264	13	0½
1197	11	9¾	269	5	2⅛	2838	16	1	2662	12	11½	176	3	0½	390	0	9½	3228	16	10½

HALDIMAND.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
96	4	1½	5	5	0	165	12	0½	151	11	1	14	0	11½	64	8	11	230	0	11½
127	10	7	18	15	4	219	17	3	202	8	6	17	8	9	0	18	11	220	16	2
48	12	6	10	5	0	113	14	8½	98	14	8½	15	0	0	3	2	6	116	17	2½
14	10	0	0	0	0	59	11	8	25	18	6	33	13	2	0	0	0	59	11	8
92	1	4	11	4	9¾	209	5	9	187	4	7	22	1	2	7	3	8	216	9	5
119	16	7¼	0	0	0	200	1	11	199	10	8	0	10	5	0	0	0	200	1	11
70	17	3	10	3	7½	172	19	7	163	16	5	9	3	2	0	0	0	172	19	7
261	0	5½	9	15	0	396	4	3½	366	5	3½	29	19	0	2	2	0	398	6	3½
77	18	10	1	1	11½	247	1	9	216	6	2	30	15	7	27	13	6	274	15	3¼
908	11	8¼	66	10	8¾	1784	8	11½	1611	15	11	172	13	0½	105	9	6	1889	18	5½

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools.		School Receipts											
	Total Number of		Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collectors' Roll.			Amount imposed by Trustee's Rate-Bill.		
	School Sections reported.	Schools reported in operation.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Charlotteville	16	14	74	6	10¾	123	7	10	120	8	7	153	12	6
Houghton	8	6	27	4	9⅜	45	15	5¾	45	15	0½	65	19	7½
Middleton	8	7	25	13	8⅛	40	9	0	40	9	0	42	5	9
Townsend	24	24	118	16	2⅛	196	10	10	196	10	10	272	14	11⅓
Walsingham	16	14	49	0	11	100	6	1	93	6	2¾	127	7	6¼
Windham	17	16	54	3	4½	132	6	6¾	132	6	6¾	227	5	7
Woodhouse	11	11	82	0	6⅜	137	3	11½	110	19	8	226	12	4
	100	92	431	6	5¾	775	19	9	739	15	11	1115	18	3¼

COUNTY OF

Blandford	7	5	14	14	10¾	17	4	8	17	4	8	28	6	11
Blenheim	19	16	81	9	8¼	81	9	8¼	81	7	5½	240	7	2
Burford	20	17	85	7	3½	85	7	3½	85	7	3½	305	9	10¼
Dereham	15	12	48	2	3½	49	19	10	49	10	0	198	4	10
Nissouri	17	15	76	16	6¾	76	16	6¾	76	16	6¾	96	13	10
Norwich	23	22	100	17	8½	100	17	8½	100	17	8½	378	0	8½
Oakland	5	4	20	3	6½	24	12	9	24	12	9	94	14	10
Oxford, North	6	6	23	5	7½	41	17	3	41	17	3	52	15	10¾
" East	11	10	43	9	2	52	16	0¾	48	1	6½	201	11	11
" West	6	5	65	19	3¼	75	2	4½	69	10	6¾	110	3	6
Zorra, East	10	9	60	10	7½	83	2	7	83	2	7	88	8	3½
" West	16	12	62	1	8	102	1	7	102	1	7	202	19	7
	155	133	672	18	4	791	8	4¼	780	9	11½	1997	17	2

COUNTY OF

Amaranth	1	1	5	3	0	6	7	0	6	7	0	3	17	6
Arthur	4	4	27	11	0	35	0	0	35	0	0	28	19	0
Bentinck	3	3	17	18	0	17	18	0	17	18	0	37	7	0
Derby	0	0	15	13	0	15	13	0	15	13	0	United with Sy		
Egremont	2	0	11	16	0	No Report for 1850.						0	0	0
Eramosa	7	6	41	14	0	70	0	0	65	0	0	122	5	0½
Erin	14	11	57	8	0	57	8	0	57	8	0	101	10	0
Garafraxa	7	5	33	0	0	33	0	0	33	0	0	8	12	9
Glenelg	0	0	12	14	0	12	14	0	12	14	0	United with		
Guelph	8	8	83	18	0	150	0	0	150	0	0	202	1	1½
Holland	4	3	13	14	0	0	0	0	0	0	0	0	0	0
Maryborough	0	0	11	18	0	11	18	4	11	18	0	United with		
Melancthon	0	0	4	13	0	4	13	0	4	13	0	United with		
Nichol	5	5	38	4	0	119	19	8⅓	119	19	8½	151	8	11
Normanby	2	0	8	11	9	No Report for 1850.						185	0	0
Peel	4	4	37	5	0	37	5	0	37	5	0	3	10	0
Puslinch	12	12	63	4	0	133	18	6	133	18	6	185	9	5
Sullivan	3	2	9	11	0	19	11	0	19	11	0	15	15	2
Sydenham	4	4	28	12	0	28	1	11½	28	1	11½	43	10	3
Waterloo	28	27	133	3	0	210	15	6	210	15	6	474	3	10½
Wellesley	11	12	48	16	0	70	0	0	70	0	0	92	0	3
Wilmot	18	19	91	12	0	231	2	6	231	2	6	207	19	1
Woolwich	11	10	57	11	0	74	17	2	74	17	2	108	14	7½
	148	136	853	9	9	1340	2	4	1335	2	4	1787	4	0

for 1850.—Table A.—(*Continued.*)

NORFOLK.

AND EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-bill.			Received from other sources and Free School assessments, &c.			Total amount received and available for Teachers' Salaries.			Total amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries, and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
138	12	1	26	11	5¼	359	19	0	313	6	0	46	13	0	107	13	6	467	12	6
65	19	7½	14	2	7	153	2	0⅜	129	7	0	23	15	0⅜	3	12	6	156	14	6⅜
39	15	9	7	7	4⅛	113	5	10	113	5	10	0	0	0	2	5	9	115	11	7
230	4	10⅛	14	6	0⅜	559	17	11⅓	551	16	3½	8	1	8⅓	187	9	2	747	7	1½
117	4	10¼	0	0	0	259	12	0	206	12	8⅓	59	19	3⅓	16	12	8	276	4	8
227	5	7	0	7	10¼	414	3	4¼	361	16	2¼	52	7	2⅓	48	9	6	462	12	10¼
200	17	11½	5	19	8⅛	399	17	10¼	385	5	11½	14	11	10¾	67	9	0	467	6	10¼
1020	0	8¾	68	14	10⅞	2259	18	0⅜	2061	9	11¾	198	8	1⅝	433	12	1	2693	10	1⅜

OXFORD.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
25	6	11	20	18	0¾	78	4	6½	73	6	5	4	18	1½	50	16	0	129	0	6½
209	8	5½	104	9	7	476	15	2¼	404	17	7	71	17	7¼	23	10	10½	500	6	0¾
238	18	10¾	13	13	6½	423	7	0¼	414	9	8	8	18	4¼	256	6	6½	679	13	6¾
160	4	9	0	0	0	257	17	0½	255	17	4	1	19	8½	59	15	5	317	12	5½
96	13	10	50	12	7	300	19	6½	293	2	0¾	8	17	6½	76	0	0	376	19	6½
343	4	5	8	1	0	553	0	10	489	9	10½	63	10	11½	57	1	3½	610	2	1½
72	15	2½	10	4	4	127	15	10	127	9	4¾	0	6	5¼	116	12	5	244	8	3
51	15	10¾	9	0	0	125	18	9	115	19	3	9	19	6¼	2	12	6	128	11	3
179	19	2	55	17	5	327	7	3½	327	7	3½	0	0	0	1	10	0	328	17	3½
88	19	9	78	10	0	302	19	7	253	7	8½	49	11	10½	85	12	9	388	12	4
81	10	11	12	6	3½	237	10	5	227	19	3½	9	11	1½	4	5	7½	241	16	0½
202	19	7	15	12	7	382	15	5	382	15	5	0	0	0	32	0	0	414	15	5
1751	17	9½	379	5	4¾	3624	18	11½	3365	7	3½	229	11	7½	766	3	5	4391	2	4½

WATERLOO.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
3	17	6	0	0	0	15	7	6	15	7	6	0	0	0	0	0	0	15	7	6
28	19	0	0	2	9	91	12	9	91	8	6	0	4	3	74	9	2	166	1	11
37	7	0	0	0	0	73	3	0	28	15	0	34	8	0	0	0	0	73	3	0
denham—which see.						31	6	0	31	6	0	0	0	0	0	0	0	31	6	0
0	0	0	0	0	0	11	16	0	0	0	0	11	16	0	0	0	0	11	16	0
109	5	0	5	0	0	220	19	0½	212	3	9½	8	15	3	0	0	0	220	19	0½
72	0	2	29	14	8	216	10	10	164	14	0	49	16	10	116	0	0	332	10	10
8	12	9	10	13	10	85	6	7	85	6	7	0	0	0	45	0	0	130	6	7
						25	8	0	25	8	0	0	0	0	0	0	0	25	8	0
Bentinck—which see.																				
193	14	7½	12	18	9⅓	440	11	5	434	0	11	6	10	6	0	11	6	441	2	11
0	0	0	5	17	10	19	11	10	19	11	10	0	0	0	53	5	0	72	16	10
Peel—which see						23	16	0	23	16	0	0	0	0	0	0	0	23	16	0
Garafraxa and Amaranth.						9	6	0	9	6	0	0	0	0	0	0	0	9	6	0
109	7	10	0	0	0	267	11	6½	232	2	8½	35	8	10	36	0	0	303	11	6½
0	0	0	0	0	0	8	11	9	0	0	0	8	11	9	0	0	0	8	11	9
3	10	0	8	0	0	86	0	0	60	10	0	25	10	0	70	0	0	156	0	0
107	14	4	25	15	0	330	11	10	330	11	10	0	0	0	17	3	3	347	15	1
15	15	2	3	12	6	48	9	8	48	9	8	0	0	0	21	7	6	69	17	0
43	10	3	5	5	0	105	9	2½	78	13	9	26	15	5	0	13	3½	106	2	6
407	11	3	216	13	9	968	3	6	932	0	0	36	3	6	38	7	3	1006	10	9
63	19	8	21	0	0	203	15	8	201	5	3	2	10	4	110	4	4	314	0	0
207	19	1	86	13	6	617	7	1	567	0	4½	50	6	8½	137	4	6	754	11	7
96	7	10½	62	6	0½	291	2	1	264	18	6	26	3	7	2	6	9	293	8	10
1529	11	6½	493	13	8	4191	17	3½	3856	6	3	335	11	0½	722	12	6½	4914	9	10

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools.		School Receipts and											
	Total number of		Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collector's Roll.			Amount imposed by Trustees' Rate-Bill.		
	School Sections reported.	Schools reported in operation.	£	s.	d.	£	s.	d.	£	s.	d	£	s.	d.
Adelaide	11	10	52	7	7 7/8	81	15	9 1/2	81	15	9 1/2	89	8	5 1/2
Aldborough	7	6	22	5	5 5/8	22	5	0 5/8	22	5	0 5/8	24	1	8
Bayham	19	14	86	9	0 1/4	86	9	0 1/4	86	9	0 1/4	234	17	8
Carradoc	16	11	38	19	1 3/4	72	5	1	72	5	1	84	10	7
Delaware	5	4	23	2	6 1/4	50	11	3	50	11	3	46	5	0 1/2
Dorchester	12	12	103	2	8 5/8	124	17	9 1/4	104	3	2 3/8	139	7	9 3/4
Dunwich	8	7	41	2	7 1/4	43	0	6	43	0	6	51	2	6
Ekfrid	8	8	41	2	7 1/4	56	4	9	56	4	9	82	15	0
Lobo	9	9	81	0	4 1/2	98	6	9	98	6	9	84	17	8 1/2
London	28	24	172	18	0 1/2	200	0	0	198	4	0	385	6	0
Malahide	21	21	85	7	3 1/2	85	7	3 1/2	85	7	3 1/2	252	12	4
Metcalfe	5	5	23	11	10	26	0	1	26	0	1	25	12	0
Mosa	10	10	53	0	0 7/8	62	7	7 1/8	62	7	7 1/8	109	14	9
Southwold	21	20	109	19	3 3/8	120	0	0 3/8	120	0	0 3/8	337	9	8
Westminster	22	21	103	10	5 1/4	112	17	3 1/4	112	17	3 1/4	298	15	3 1/4
Williams	6	6	30	2	2 1/8	45	2	11 1/2	45	2	11 1/2	56	13	2
Yarmouth	27	28	138	10	5 5/8	154	5	9	138	10	5 5/8	599	19	7
	235	216	1206	11	9 1/2	1441	16	11 1/2	1403	11	1	2903	9	2 1/2

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Ashfield	3	3	9	6	3	9	6	3	9	6	3	5	0	0
Biddulph	3	3	20	11	3 5/8	18	5	10 5/8	18	5	10 5/8	29	12	0
Colborne	3	3	13	19	4 1/2	13	19	4 1/2	13	19	4 1/2	16	10	0
Goderich	10	8	59	8	11	99	14	5	99	14	5	60	4	1
Hullet	1	1	7	13	7 7/8	7	13	7 1/8	7	13	7 1/8	15	17	6
McGillivray	6	5	26	13	11	43	2	6	43	2	6	68	7	5
McKillop	3	3	24	8	10 7/8	24	8	10 1/8	24	8	10 1/8	32	15	5
Stanley	8	5	29	19	1 1/4	29	19	1 1/4	29	19	1 1/4	80	2	3
Stephen	1	1	9	12	5 3/8	10	18	8	10	18	8	1	2	6
Tuckersmith	4	3	27	4	9 3/8	27	4	9 3/8	27	4	9 3/8	32	12	11
Usborne	1	1	7	19	10 3/8	7	19	10 3/8	7	19	10 3/8	10	0	0
Wawanosh	1	1	3	17	7 1/4	6	13	4 1/4	6	13	4 1/4	1	18	0
	44	37	240	16	1 5/8	299	6	8 7/8	299	6	8 7/8	354	2	1

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Blanchard	10	7	29	2	0 3/8	31	17	0 5/8	31	17	0 5/8	40	5	0
Downie	12	7	59	19	9 5/8	67	10	0	67	10	0	48	11	9 1/2
Easthope, North	7	7	31	16	4 1/2	37	5	11 3/8	37	5	11 3/8	43	5	7 1/2
Do South	7	5	18	1	7 3/8	18	1	7 3/8	18	1	7 3/8	63	18	2
Ellice	6	2	13	0	3 1/8	27	7	3	27	7	3	14	7	9
Fullarton	5	3	6	7	3 1/4	20	0	0	20	0	0	19	9	10
Logan	1	1	7	4	10	7	4	10	7	4	10	10	15	2
	48	32	165	12	1 3/4	209	6	8 3/4	209	6	8 3/4	240	13	4

for 1850.—Table A.—(*Continued.*)

MIDDLESEX.

Expenditures for Teachers' Salaries and School Houses.

Amount received from Rate-Bill.			Received from other sources and Free School assessments, &c.			Total amount received and available for Teachers' Salaries.			Total Amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries, and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d	£	s.	d.
84	4	8½	34	19	9½	253	7	11	242	5	5½	11	2	5½	81	17	6	335	5	5
24	1	8	0	0	0	68	12	2	68	12	2	0	0	0	0	0	0	68	12	2
202	14	7	0	0	0	375	12	8	354	4	11	21	7	9	43	8	8	419	1	4
81	5	3	12	9	5¼	204	18	11	204	18	11	0	0	0	7	0	0	211	18	11
45	15	5	33	4	8¾	152	13	11	148	9	10	4	4	1	27	0	4½	179	14	3½
108	8	4	3	18	9	319	13	0	302	16	3	16	16	9	17	10	0	337	3	0
51	2	6	33	16	5¾	169	2	1	164	17	3	4	4	10	10	0	0	179	2	1
80	15	0	6	4	0	184	6	4¼	157	9	11	26	16	5¼	83	7	7½	267	13	11¾
83	0	10	21	6	6½	283	14	6	270	12	6	13	1	11	121	3	4	404	17	10
333	6	0	5	13	7	710	1	7½	635	14	0	74	11	3½	22	6	2½	732	7	10
252	12	4	9	19	8	433	6	7	395	18	9	37	7	10	167	0	2	600	6	9
25	12	0	17	15	6	92	19	5	89	0	2	3	19	3	0	6	3	93	5	8
109	14	9	32	10	0	257	12	5	231	10	4	26	2	1	2	10	9	260	3	2
327	6	0	12	3	4	569	8	8	569	8	8	0	0	0	4	18	0	574	6	8
239	15	7	102	16	2	558	19	6	497	4	0	61	15	6	173	12	9¼	732	12	3¼
34	19	11	0	0	0	110	5	1	83	16	9	26	8	4	24	0	0	134	5	1
539	18	7	38	11	1	855	10	7	815	10	0	40	0	7	104	16	0	960	6	7
2624	13	5½	365	9	0¾	5601	1	4¾	5232	9	10½	368	11	6¼	890	17	7¾	6491	3	0½

HURON.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d	£	s.	d.	£	s.	d.	£	s.	d.
5	0	0	0	0	0	23	12	6	23	12	6	0	0	0	12	10	0	36	2	6
29	12	0	10	0	0	78	9	2	78	9	2	0	0	0	0	0	0	78	9	2
16	10	0	0	0	0	44	8	9	44	8	9	0	0	0	0	19	8	45	8	5
52	1	7	5	16	3	217	1	2	208	9	0	8	12	2	9	7	10½	226	9	0½
14	17	2	0	8	11	30	13	4	30	13	4	0	0	0	0	0	0	30	13	4
68	7	5	5	5	0	143	8	10	143	8	10	0	0	0	0	0	0	143	8	10
30	0	0	0	0	0	78	17	9	78	17	9	0	0	0	71	10	0	150	7	9
61	6	10	0	3	9	128	8	10	122	0	0	6	8	10	37	17	6	166	6	4
1	2	6	7	0	0	22	13	7½	22	13	7½	0	0	0	0	0	0	22	13	7½
16	0	0	1	10	4½	79	19	11½	79	19	11	0	0	0	3	1	4½	83	1	4
10	0	0	9	0	0	25	19	9	25	19	9	0	0	0	0	0	0	25	19	9
1	18	0	0	0	0	12	9	0	12	9	0	0	0	0	0	0	0	12	9	0
306	15	6	39	4	3½	886	2	8	871	1	7½	15	1	0½	135	6	5	1021	9	1

PERTH.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
40	0	5	7	2	10	108	6	11	86	4	9	22	2	2	66	13	1½	175	0	0½
48	11	9½	17	4	4⅞	193	5	11½	186	5	11½	7	0	0	96	7	4½	289	13	4
30	10	7½	4	10	6½	104	3	6	92	7	7½	11	15	10½	93	13	6½	197	17	0½
63	18	2	0	0	0	100	1	5	60	18	2	39	3	3	0	5	0	100	6	5
14	7	9	7	0	3⅞	61	15	7	61	15	8	0	0	0	40	3	9	101	19	4
17	0	7¾	0	0	0	43	7	11	42	16	3	0	11	8	3	16	0	47	3	11
10	15	2	0	0	0	25	4	10	25	4	10	0	0	0	0	0	0	25	4	10
225	4	6¾	35	18	1¼	636	6	1½	554	13	2	80	12	11½	300	18	9½	937	4	11

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Sections and Schools. Total number of School Sections reported.	Schools reported in operation.	School Receipts and Apportionment from the Legislative School Grant. £	s.	d.	Amount assessed by the Municipal Council. £	s.	d.	Amount received from the Collector's Roll. £	s.	d.	Amount imposed by Trustees' Rate-Bill. £	s.	d.
Kincardine	1	1	0	0	0	3	6	8	3	6	8	25	0	0

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Camden	10	8	30	17	10½	28	7	5⅞	28	7	5⅞	122	16	10
Chatham	9	7	26	9	3⅜	26	9	3⅜	26	9	3⅜	93	1	0
Dover, East and West	4	3	28	11	2	28	11	2	28	11	2	23	7	9
Harwich*	9	9	70	18	7¼	70	18	7½	70	18	7½	86	16	4½
Howard	15	13	66	8	7	59	15	11½	59	15	11½	93	16	4½
Orford	7	6	34	13	9⅜	34	13	9⅜	34	13	9⅜	64	1	1½
Raleigh*	12	11	62	7	10½	62	7	10½	62	7	10½	254	10	4½
Romney	3	2	7	15	2	7	15	3	7	15	3	17	16	3
Tilbury, East	4	3	17	9	2⅝	17	9	2½	17	9	2½	27	7	6⅜
" West	4	2	12	8	4	16	1	0	16	1	0	2	12	6
Zone	0	0	8	3	8¾	8	3	8¾	8	3	8¾			Included in
	77	64	366	3	7¼	360	13	5⅛	360	13	5⅛	786	6	1⅜

*Including the Report of the Town of Chatham for 1850.

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Anderton	4	2	14	18	0	15	0	0	15	0	0	25	0	7½
Colchester	10	10	49	13	4	66	15	1	62	19	2½	87	1	3
Gosfield	6	6	43	9	2	54	9	9	54	9	9	77	18	9
Maidstone	4	4	19	8	0¼	19	8	0½	19	8	0½	25	16	2½
Malden	8	11	47	9	10⅜	47	9	10½	47	9	10½	327	6	0
Mersea	5	5	29	2	0¾	38	0	9½	38	0	9½	157	0	3½
Rochester	2	2	15	8	10⅝	15	8	10½	15	8	10½	34	4	8
Sandwich	12	19	125	15	11⅜	164	8	9	164	8	9	60	17	6
	51	50	345	5	3	421	1	2	417	5	3½	795	5	3½

COUNTY OF

			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Bosanquet	4	2	3	3	7⅝	8	16	9¾	8	16	9¾	12	8	10½
Brooke	4	3	9	14	0⅛	9	14	0½	9	14	0½	35	7	0
Dawn	4	2	10	9	5	10	1	8	10	1	7½	11	6	5½
Euphemia	8	7	43	3	9	43	3	9	43	3	9	42	4	10½
Moore and Enniskillen	6	5	35	7	9	35	7	9	35	7	9	51	13	3
Plympton	8	7	27	12	6½	28	18	4½	28	18	4½	59	14	10
Sarnia	4	1	23	10	3⅝	34	4	5⅝	30	16	6⅝	17	5	2
Sombra	10	7	34	16	10⅜	37	0	4½	37	0	4½	80	13	0⅞
Warwick	12	10	32	1	0⅛	35	15	0⅞	35	15	0⅞	81	2	2½
	60	44	219	19	3¾	243	2	3¾	239	14	4¼	391	15	8⅞

for 1850.—Table A.—(*Continued.*)

BRUCE.

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c. &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
10	6	0	0	0	0	13	12	8	13	12	8	0	0	0	1	17	6	15	10	2

KENT.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
105	18	0	0	0	0	165	3	4	129	18	6	35	4	10	40	14	1	205	17	5
91	18	10	53	8	9	198	6	2	179	18	0	18	8	2	3	0	0	201	6	2
20	18	6	0	0	0	78	0	10	61	15	0	16	5	10	2	7	6	80	8	4
77	4	4½	10	13	0	229	14	7	229	14	7	0	0	0	2	10	0	232	4	7
89	7	7½	51	6	7	266	18	9	258	17	6	8	1	3	2	10	0	269	8	9
64	1	1½	1	16	0¼	135	4	8¾	135	4	8¾	0	0	0	15	8	10	150	13	6¾
231	8	4½	74	8	9	430	12	10½	430	12	10½	0	0	0	0	15	7½	431	8	6
17	16	3	3	13	3½	37	0	0	37	0	0	0	0	0	0	0	0	37	0	0
27	7	6⅜	0	0	0	62	5	11½	52	4	4	10	1	7½	12	5	0	74	10	11½
2	12	6	9	0	10	40	2	8	36	7	4	3	15	4	0	0	0	40	2	8
Camden—which see.						16	7	5½	16	7	5½	0	0	0	0	0	0	16	7	5½
728	13	1⅜	204	7	2¾	1659	17	4¼	1568	0	3¾	91	17	0½	79	11	0½	1739	8	4¾

ESSEX.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
25	0	7½	16	17	1½	71	15	9	56	4	0	15	11	9	0	0	0	71	15	9
87	1	3	12	18	7½	212	12	5	172	14	0	39	18	5	8	18	6	221	10	11
77	18	9	25	1	3	200	18	11	200	18	11	0	0	0	150	0	0	350	18	11
18	12	5½	14	9	5¼	71	17	11½	70	12	9	1	5	2½	69	7	6	141	5	5½
327	6	0	12	3	0	434	8	9	434	8	9	0	0	0	19	1	3	453	10	0
157	0	3¾	22	0	8⅜	246	3	10½	218	0	3	28	3	7½	60	0	0	306	3	10½
25	5	1½	15	15	1⅜	71	18	0	71	2	2	0	15	10	12	10	0	84	8	0
58	19	6	29	15	11⅞	379	0	2	284	12	9	94	7	5	15	0	0	394	0	2
777	4	0	149	1	3½	1688	15	10	1508	13	7	180	2	3	334	17	3	2023	13	1

LAMBTON.

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
12	8	10½	18	10	10½	43	0	2	37	7	1	5	13	1	30	12	0	73	12	2
28	17	1	10	8	2	58	13	4	45	2	4	13	11	0	6	10	0	65	3	4
11	6	5½	0	0	0	31	17	6	31	17	6	0	0	0	22	0	0	53	17	6
42	4	10½	7	2	0	135	14	4½	115	7	8½	20	6	8	28	3	0	163	17	4½
46	10	9	23	10	0	140	16	3	134	5	3	6	11	0	4	6	3	145	2	6
57	14	9	13	18	4	128	4	0	120	18	5	7	5	7	38	0	0	166	4	0
4	16	2	5	8	0	64	11	0	36	15	0	27	16	0	50	0	0	114	11	0
80	13	0⅞	7	9	8	160	0	0	160	0	0	0	0	0	40	11	0	200	11	0
78	5	5½	28	6	8	174	8	2½	163	11	0½	10	17	2	20	0	0	194	8	2½
362	17	5⅞	114	13	8½	937	4	10½	845	4	4½	92	0	6	240	2	3	1177	7	1

PART II.—STATISTICAL SCHOOL REPORT

CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA.	School Sections and Schools. Total Number of		SCHOOL RECEIPTS AND											
	School Sections reported.	Schools reported in operation.	Apportionment from the Legislative School Grant.			Amount assessed by the Municipal Council.			Amount received from the Collector's Roll.			Amount imposed by Trustees' Rate-Bill.		
CITIES.			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Toronto	15	14	426	16	5	426	16	5	426	16	5	841	17	6
Hamilton	6	6	191	5	10 5/8	191	5	10 5/8	191	5	10 5/8	288	13	9
Kingston	13	13	225	1	0 1/2	300	0	0	296	10	8 1/2	241	4	6
	34	33	843	3	4 5/8	918	2	3 5/8	914	13	0 1/8	1371	15	9
TOWNS.			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Belleville	5	5	54	9	6 3/4	276	15	6	276	15	6	0	0	0
Brantford	2	1	48	11	7 1/4	90	0	5 3/4	90	0	5 3/4	156	1	3
Brockville	4	4	58	4	0 3/4	133	6	11 1/2	133	6	11 1/2	120	4	4 1/2
Bytown	9	9	68	15	1 3/4	135	8	4	135	8	4	5	19	2
Cobourg	5	5	73	14	5 3/4	109	12	4	109	12	4	202	13	4
Cornwall	2	4	31	0	10	31	0	10	31	0	10	57	8	2 1/2
Dundas	1	1	46	11	3	30	12	0	30	12	0	30	2	2
Goderich	1	2	19	0	2 7/8	107	10	0	107	10	0	0	0	0
London	1	1	116	8	1 1/8	170	14	7	155	17	4 1/8	227	10	11
Niagara	5	5	61	10	9 3/8	159	0	10 3/8	159	0	10 3/8	125	15	0
Peterborough	2	2	0	0	0*	32	12	0	32	12	0	78	0	0
Picton	4	4	38	16	0 1/2	95	0	0	79	6	10	53	18	7
Port Hope	3	4	40	7	1	40	7	1	40	7	1	134	3	0
Prescott	4	4	36	7	11 1/8	33	15	0 7/8	33	15	0 7/8	95	10	0
St. Catharines	4	4	61	9	3	250	0	0	250	0	0	147	16	10
	52	55	755	6	4 7/8	1695	16	0 1/2	1665	5	8	1435	2	10
INCORPORATED VILLAGES.†			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Galt	1	1	41	13	7	41	13	7	41	13	7	153	15	2
Paris	2	2	12	0	5 1/2	20	4	0	20	4	0	56	14	9
Thorold	3	3	16	19	5	75	0	0	75	0	0	96	6	0
Woodstock	3	3	30	5	3 3/4	30	0	11	30	0	11	171	2	11 1/2
	9	9	100	18	9 1/4	166	18	6	166	18	6	477	18	10 1/2

* Included in the Apportionment to the County.

† The villages of Chippewa, Oshawa and Richmond, are included in the Townships in which they are situated.

for 1850.—Table A.—(*Continued.*)

EXPENDITURES FOR TEACHERS' SALARIES AND SCHOOL HOUSES.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balance still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
731	14	11½	39	18	6	1625	6	4	1444	3	7	181	2	9	265	14	0	1891	0	4
288	13	9	0	0	0	671	5	6¼	671	5	6¼	0	0	0	405	0	0	1076	5	6¼
116	6	9	1	0	0	638	18	6	618	18	6	20	0	0	12	13	6	651	12	0
1136	15	5½	40	18	6	2935	10	4¼	2734	7	7¼	201	2	9	683	7	6	3618	17	10¼
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
0	0	0	0	0	0	331	5	0¾	150	0	0	181	5	0¾	0	0	0	331	5	0¾
127	8	9	0	0	0	266	0	10	266	0	10	0	0	0	396	15	4½	662	16	2½
95	5	7½	0	0	0	286	16	6¾	280	8	9	5	7	9¾	0	16	6	287	13	0¾
5	19	2	0	0	0	210	2	7¾	196	10	7	13	12	0¾	0	0	0	210	2	7¾
194	12	4	0	0	0	377	19	1¼	377	18	0	0	1	1¾	66	12	6	444	11	7¾
57	8	2½	39	16	7½	159	6	6	159	6	6	0	0	0	0	0	0	159	6	6
9	11	10	0	0	0	86	15	1	55	0	0	31	15	1	8	10	10	95	5	11
0	0	0	10	0	0	136	10	2⅞	110	0	0	26	10	2⅞	0	0	0	136	10	2⅞
124	11	8	0	0	0	396	17	2	396	17	2	0	0	0	0	0	0	396	17	2
125	15	0	0	0	0	346	6	8	346	6	8	0	0	0	0	0	0	346	6	8
78	0	0	0	0	0	110	12	0	110	12	0	0	0	0	1	14	6	112	6	6
46	3	7	0	0	0	164	6	5½	160	6	5	4	0	0½	0	0	0	164	6	5½
102	15	6	0	0	0	183	9	8	183	9	8	0	0	0	0	0	0	183	9	8
95	10	0	0	0	0	165	13	0	165	13	0	0	0	0	0	0	0	165	13	0
108	9	6	0	0	0	419	18	9	296	18	9	123	0	0	0	0	0	419	18	9
1171	11	2	49	16	7½	3641	19	10⅜	3255	8	4	385	11	5⅜	474	9	8½	4116	9	6⅞
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s	d.	£	s.	d.	£	s.	d.
93	13	7	0	0	0	177	0	9	177	0	9	0	0	0	0	0	0	177	0	9
56	14	9	4	0	0	92	19	2½	92	19	2½	0	0	0	284	0	1	376	19	3½
85	6	0	11	7	7	188	13	0	182	0	6	6	12	6	7	10	0	196	3	0
171	2	11⅛	0	0	0	231	9	2¼	231	9	2¼	0	0	0	0	0	0	231	9	2½
406	17	3½	15	7	7	690	2	1¾	683	9	7¾	6	12	6	291	10	1	981	12	2¾

COUNTIES, CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA.	School Sections and Schools. Total Number of		School Receipts and
	School Sections reported.	Schools reported in operation.	Apportionment from the Legislative School Grant.
			£ s. d.
Stormont	62	57	289 9 3¼
Dundas	65	59	318 3 6½
Glengarry	61	60	414 8 1½
Prescott	43	39	250 2 4
Russell	12	9	30 17 8¼
Carleton*	92	84	395 3 2½
Leeds	151	143	696 2 2¼
Grenville	92	87	467 19 0¾
Lanark	122	96	601 13 3
Renfrew	32	26	153 8 5½
Frontenac	86	77	496 0 11
Lennox	45	43	187 11 4½
Addington	77	70	394 12 4½
Hastings	143	111	627 16 4¼
Prince Edward	106	99	437 4 5¼
Northumberland	118	115	546 6 8
Durham	94	88	621 4 5½
Peterborough	106	94	582 0 7½
Simcoe	123	106	641 17 3½
York—North Riding	97	80	455 3 4¾
" South "	72	68	597 7 11¼
" East "	88	79	635 0 8¾
" West "	82	82	591 11 6¾
Wentworth	71	67	453 4 2
Halton	119	111	811 16 4½
Lincoln	69	63	374 19 8
Welland	80	74	432 18 8½
Haldimand	74	58	301 11 4½
Norfolk	100	92	431 6 5¾
Oxford	155	133	672 18 4
Waterloo	148	136	853 9 9
Middlesex	235	216	1206 11 9½
Huron	44	37	240 16 1½
Perth	48	32	165 12 1¾
Bruce	1	1	0 0 0
Kent	77	64	366 3 7¼
Essex	51	50	345 5 3
Lambton	60	44	219 19 3¾
Cities in Upper Canada	34	33	843 3 4½
Towns in Upper Canada	52	55	755 6 4½
Incorporated Villages in U. C.	9	9	100 18 9¼
Grand Total for 1850	3407	3059	19016 16 10¾
" for 1849	3036	2871	18822 16 6
Difference	371 Increase.	188 Increase.	194 0 4¾ Increase.

COUNTIES, CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA.	Amount assessed by the Municipal Council.	Amount received from the Collector's Roll.	Amount imposed by Trustees' Rate-Bill.
	£ s. d.	£ s. d.	£ s. d.
Stormont	339 0 8¾	332 0 8¾	661 18 3
Dundas	328 11 6½	328 11 6½	619 5 11
Glengarry	419 2 6¼	419 2 6¼	654 2 10¾
Prescott	312 18 8	312 18 8	215 9 8¼
Russell	91 10 10	89 12 0¼	5 6 4
Carleton*	358 14 1⅜	354 18 4¼	338 1 8
Leeds	756 7 3½	710 18 5½	1205 5 0¾
Grenville	515 18 7	468 1 1½	622 14 1½
Lanark	638 13 11⅞	638 11 11½	1531 9 2
Renfrew	156 10 2⅝	156 10 2⅞	488 2 3
Frontenac	533 1 8½	455 5 5½	715 19 1⅜
Lennox	339 9 0⅜	339 9 0⅜	553 18 6¾
Addington	424 3 7¼	423 1 4¼	826 9 0⅜
Hastings	667 7 6½	633 19 10¼	1162 1 1⅛
Prince Edward	610 15 7¾	610 15 7¾	1228 17 10¾
Northumberland	556 12 9¼	527 15 9¼	1369 2 10⅛
Durham	658 8 6	653 0 9⅞	1773 2 11½
Peterborough	893 17 6¾	832 3 11¼	532 10 3¾
Simcoe	703 17 0¼	675 16 0⅝	1191 3 6
York—North Riding	480 18 11	470 10 0⅝	1053 3 11
" South "	659 17 11¾	641 1 8⅜	639 4 8½
" East "	714 11 6	705 1 10½	1579 3 10
" West "	673 16 2⅞	644 15 1⅝	1485 4 10
Wentworth	475 10 8¼	467 17 8¾	1726 13 2
Halton	874 16 2	868 3 0	2500 7 7¼
Lincoln	814 14 11¼	773 16 8½	996 15 8
Welland	981 4 0	949 17 11¾	1257 6 1¾
Haldimand	531 3 7¾	507 15 1¾	944 9 0¼
Norfolk	775 19 9	739 15 11	1115 18 3¼
Oxford	791 8 4¼	780 9 11½	1997 17 2
Waterloo	1340 2 4	1335 2 4	1787 4 0
Middlesex	1441 6 11½	1403 11 1	2903 9 2½
Huron	299 6 8⅞	299 6 8⅞	354 2 1
Perth	209 6 8¾	209 6 8¾	240 13 4
Bruce	3 6 8	3 6 8	25 0 0
Kent	260 13 5½	360 13 5½	786 6 1⅜
Essex	421 1 2	417 5 3½	795 5 3½
Lambton	243 2 3¾	239 14 4½	391 15 8⅞
Cities in Upper Canada	918 2 3¾	914 13 0⅛	1371 15 9
Towns in Upper Canada	1695 16 0½	1665 5 8	1435 2 10
Incorporated Villages in U. C.	166 18 6	166 18 6	447 18 10½
Grand Total for 1850	24172 15 3½	23437 2 9	42629 18 6¼
" for 1849	25145 1 4¼	23539 12 5	42011 19 1
Difference	972 6 0¾ Decrease.	102 9 8 Decrease.	617 19 5¼ Increase.

* No Report from the Townships of March and Torbolton for 1850.

for 1850.—General Abstract—Table A.

Expenditures for Teachers' Salaries and School Houses.

Amount received from Rate-Bill.			Received from other sources, and Free School assessments, &c.			Total Amount received and available for Teachers' salaries.			Total amount paid to Teachers.			Balances still unappropriated.			Rates or subscriptions for the erection or repairs of School Houses, &c. &c.			Grand total available for Teachers' salaries and the erection or repairs of School Houses, &c. &c.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
660	17	1	14	5	9	1296	12	10	1255	0	9	41	12	1	314	10	7	1611	3	5
551	19	7½	23	12	3½	1222	7	0	1133	2	2	89	4	10	285	14	0	1507	19	0
628	4	4¼	108	15	7½	1570	10	7½	1551	12	6	18	18	1½	140	0	4	1710	10	11½
215	9	8¼	124	1	3⅝	902	12	0¼	869	1	6¾	23	10	5½	47	5	2	949	17	2½
4	18	10	45	9	2½	170	18	9½	136	17	4½	34	1	5	3	10	0	174	8	9½
307	11	3½	683	8	3½	1741	1	5½	1674	6	9½	66	14	8	189	6	0	1930	7	5½
1166	9	4¾	224	10	2¼	2798	0	1½	2703	13	3½	94	6	10	612	6	4¼	3410	6	6½
596	16	2⅜	205	9	6	1738	5	10½	1683	5	3½	45	0	7	87	12	0	1825	17	9½
1487	8	10	177	17	10½	2905	12	0	2905	12	0	447	8	8½	435	11	5½	3341	3	5½
344	8	9	137	5	3	791	12	8	639	11	9	162	0	11	159	19	0	951	11	8
673	9	10	159	16	3⅝	1784	12	6½	1686	7	4	98	5	2½	222	6	8	2006	19	2½
553	18	6¾	11	13	1½	1092	12	1	1082	6	4	10	5	9	188	9	9	1281	1	10
778	3	8⅛	59	17	2	1655	14	7	1568	2	3	87	12	4	324	18	0	1980	12	7
1131	6	8	149	10	9	2542	13	8	2171	1	4	371	12	4	494	9	2½	3037	2	10½
1146	2	1¾	264	2	9¾	2458	5	0½	2351	12	9½	106	12	3	265	15	3	2724	0	3½
1271	0	3½	284	0	1⅜	2629	2	10½	2422	2	7½	169	0	0	681	16	1½	3310	19	0½
1470	0	7½	181	7	4	2925	13	2½	2640	0	5	285	12	9½	383	16	7	3309	9	9½
497	19	8½	80	5	3	1992	9	6	1859	19	4	137	10	2	581	8	11½	2573	18	5½
1098	16	5½	153	10	3	2570	0	0	2413	9	11⅝	156	10	0⅜	360	10	5½	2930	10	8½
976	4	7½	76	7	6½	1978	5	7½	1823	17	5½	154	8	2	194	18	7	2173	4	2
1575	1	7	148	0	9⅞	2961	12	0½	2871	12	0	90	0	0½	692	0	3	3653	12	3½
1450	3	6	164	13	10½	2954	19	11	2816	16	11½	138	2	11½	424	3	6	3379	3	5
1409	19	11½	123	11	11⅛	2669	19	6½	2558	11	10	111	7	8	203	19	5½	2873	19	0
1678	2	11	147	15	0⅜	2746	19	10½	2513	15	3	233	4	7½	479	11	8½	3226	11	7
2273	12	2½	506	1	11¼	4459	13	6⅛	4319	17	5¼	139	16	0⅞	348	1	2½	4807	14	8⅝
957	1	4	384	3	4½	2490	1	1	2397	2	2	92	18	11	210	16	2	2700	17	3
1197	11	9¾	269	5	2⅝	2838	16	1	2662	12	11½	176	3	0½	390	0	9½	3228	16	10½
908	11	8½	66	10	8¼	1784	8	11½	1611	15	11	172	13	0½	105	9	6	1889	18	5½
1020	0	8¾	68	14	10¼	2259	18	0⅝	2061	9	11¾	198	8	1⅜	433	12	1	2693	10	1⅜
1751	17	9½	379	5	4⅝	3584	11	5¼	3365	7	3½	219	4	2¼	766	3	5	4350	14	10¾
1509	11	6¼	493	13	8	4191	17	3½	3856	6	3	335	11	0½	722	12	6½	4914	9	10
2624	13	5½	365	9	0¾	5600	5	4⅝	5232	9	10½	368	11	6¼	890	17	7¾	6491	3	0½
306	15	6	39	4	3½	886	2	8	871	1	7½	15	1	0½	135	6	5	1021	9	1
225	4	6¾	35	18	1¼	636	1	6½	554	13	2	80	11	7½	300	18	9½	937	0	4
10	6	0	0	0	0	13	12	8	13	12	8	0	0	0	1	17	6	15	10	2
728	13	1⅜	204	7	2¾	1659	17	4¼	1568	0	3¾	91	17	0½	79	11	0½	1739	8	4¾
777	4	0	149	1	3½	1688	15	10	1508	13	7	180	2	3	334	17	3	2023	13	1
362	17	5⅞	114	13	8½	937	4	10½	845	4	4½	92	0	6	240	2	3	1177	7	1½
1136	15	5½	40	18	6	2935	10	4¼	2734	7	7¼	201	2	9	683	7	6	3618	17	10¼
1171	11	2	49	16	7½	3641	19	10⅝	3255	8	4	385	11	5⅜	474	9	8½	4116	9	6⅞
406	17	3½	15	7	7	690	2	1¾	683	9	7¾	6	12	6¾	291	10	1	981	12	2¾
39043	9	9*	6931	19	2½	88429	8	7¼	82425	5	6¼	6004	3	1	14189	14	0½	102619	2	7
41375	9	8½	4740	2	8¾	88478	1	4¼	84108	8	6¾	4403	7	9½	Not reported.			Not reported.		
2331	19	11½ Decrease.*	2190	16	5¾ Increase.	48	12	9 Decrease.	1683	3	0½ Decrease.	1600	15	3½ Increase.						

* The Reports having been made earlier than last year, the Rate-bills were not so fully collected at the time of making them.

PART II.—STATISTICAL

TABLE B.—Adult and School Population—Pupils—Time of their

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Cornwall	3897	1472	865	41	865	458	407	548	286	262	437	230	209	187½	8½
Finch	1223	394	190	2	190	97	93	134	69	65	111	62	49	61	10⅙
Osnabruck	4206	1285	895	18	895	463	432	483	251	232	457	264	193	180¼	9
Roxborough	1704	681	342	4	342	200	142	143	84	59	100	60	40	57	7⅛
	11030	3832	2292	65	2292	1218	1074	1308	690	618	1105	616	489	485¾	8⅔

COUNTY OF

Matilda	3534	2022	675	21	675	351	324	405	207	198	368	220	148	145	9
Mountain	2437	821	475	10	475	238	237	240	116	124	224	114	110	111	11
Williamsburgh	3698	1483	967	12	967	553	414	545	305	240	515	303	212	162½	8⅛
Winchester	2070	706	450	8	450	240	210	214	110	104	195	119	76	109	10
	11739	5032	2567	51	2567	1382	1185	1404	738	666	1302	756	546	527½	9½

COUNTY OF

Charlottenburgh	4783	1466	677	24	677	410	267	437	281	156	415	261	154	171½	9
Kenyon	3569	1304	531	22	531	331	200	325	200	125	304	198	106	109⅓	9
Lancaster	3735	1256	638	24	638	419	219	354	228	126	366	247	119	154¾	11
Lochiel	3833	1278	651	39	651	355	296	388	216	172	381	221	160	141	10
	15920	5304	2497	109	2497	1515	982	1504	925	579	1466	927	539	576¾	9¾

COUNTY OF

Alfred	411	118	97	.....	97	49	48	33	15	18	66	36	30	33	11
Caledonia	956	331	137	3	137	69	68	105	52	53	94	54	40	37	9¼
Hawkesbury, East	2517	728	417	21	417	226	191	93	47	46	103	53	50	97	10¾
Do. West.	2644	879	545	106	545	314	231	230	128	102	269	159	110	96	10⅔
Longueuil	1345	418	168	16	168	91	77	108	48	60	115	60	55	46¾	9⅓
Plantagenet, North.	1111	330	143	3	143	88	55	80	49	31	85	56	29	54	11
Do. South.	503	165	36	.....	36	20	16	24	14	10	18	12	6	12	12
	9487	2969	1543	149	1543	857	686	673	353	320	760	430	330	365¾	10½

COUNTY OF

Cambridge	162	No Schools reported.													
Clarence	381	106	53	7	53	28	25	35	19	16	12	6	6	13	6½
Cumberland	915	221	120	2	120	56	64	66	32	34	85	40	45	30	7½
Russell	389	116	67	.....	67	32	35	50	22	28	10	4	6	23	7⅔
	1847	443	240	9	240	116	124	151	73	78	107	50	57	66	7⅓

SCHOOL REPORT FOR 1850.

Attendance at School—Number of Pupils in the different Branches of Study.

STORMONT.

Total Number of Pupils in																						
Reading Classes.					Arithmetic.			Other Branches.														
First to lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
138	170	182	199	125	120	109	88	135	94	7	370	8	5	.....	.....	1	20	.....	7
44	37	44	21	18	34	17	17	16	10	.....	62	5	.....	2	.....	.....	.....	.....	.....
125	114	141	143	65	83	102	107	117	87	2	327	8	5	4	5	19	.....	2	.....
92	89	78	59	13	48	23	25	12	2	6	123	1	.....	.....	.....	.....	.....	.....	.....
399	410	445	422	221	285	251	237	280	193	15	882	22	10	6	5	20	20	2	7

DUNDAS.

136	135	146	77	61	98	77	71	69	74	18	289	13	.....	6	4	9	.....	.....	.....
95	118	126	47	.....	66	35	43	41	54	10	137	.....	.....	.....	.....	.....	30	.....	.....
132	172	213	131	38	143	114	122	111	108	4	437	3	4	9	3	10	.....	1	10
96	73	86	64	.....	64	23	19	8	.....	3	147	1	.....	1	.....	.....	.....	.....	.....
459	498	571	319	99	371	249	255	229	236	35	1010	17	4	16	7	19	30	1	10

GLENGARRY.

111	118	156	100	100	106	78	95	138	57	8	293	12	2	1	9	6	.....	.....	13
112	107	117	105	31	71	56	52	43	58	16	212	13	8	3	1	12	.....	.....	.....
117	131	186	129	82	68	92	98	72	23	7	317	11	2	.....	1	2	60	1	.....
108	97	148	111	95	100	95	74	108	59	21	265	17	10	.....	32	.....	.....	.....	14
448	453	607	445	308	345	321	319	361	197	52	1087	53	22	4	43	20	60	1	27

PRESCOTT.

18	12	29	32	8	23	16	2	2	.....	.....	49	.....	.....	.....	.....	.....	.....	.....	.....
27	28	4	8	20	10	10	10	6	9	6	50	.....	.....	.....	.....	.....	.....	.....	.....
67	53	62	82	25	68	44	45	41	43	7	173	1	1	.....	.....	.....	.....	.....	.....
84	95	127	111	33	77	59	104	71	32	29	258	13	8	5	.....	.....	.....	.....	.....
28	22	27	25	18	36	17	27	35	33	14	65	11	4	8	3	10	.....	2	6
25	22	30	13	12	29	25	15	10	44	.....	69	.....	.....	.....	1	.....	.....	.....	.....
3	6	7	.....	8	8	6	3	4	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
252	238	286	271	124	251	177	206	169	161	56	676	25	13	13	4	10	.....	2	6

RUSSELL.

13	10	13	4	7	16	5	3	14	28	3	30	.....	.....	.....	.....	.....	22	.....	.....
34	21	45	24	.....	14	25	8	15	17	1	57	.....	.....	.....	.....	.....	.....	.....	.....
22	8	19	8	.....	6	2	1	5	3	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
69	39	77	36	7	36	32	12	34	48	4	98	.....	.....	.....	.....	.....	22	.....	.....

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
					Pupils.	Boys.	Girls.	Average attendance of							
								Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Fitzroy	2557	642	410	3	410	234	176	224	132	92	189	116	73	67	11 1/6
Gloucester	2475	863	299	9	299	162	137	157	86	71	151	88	63	95	9 3/5
Goulbourn	2426	767	321	.....	321	178	143	148	75	73	180	89	91	78	9 3/4
Gower, North	1743	537	400	.....	400	211	189	138	72	66	153	86	67	80	10
Huntley	2127	687	364	.....	364	167	197	216	106	110	270	149	121	69	11 1/2
March (1849)	967	220	119	.....	119	62	57	54	28	26	94	54	40	30	10
Marlborough	1480	606	414	.....	414	222	192	156	72	84	164	93	71	73	9 1/2
Nepean	2819	1162	598	.....	598	336	262	254	138	116	278	163	115	125	10 1/2
Osgoode	2733	947	433	1	433	235	198	216	103	103	204	114	90	91	9
Torbolton (1849)	403	112	40	.....	40	20	20	30	12	18	38	20	18	11	11
	19730	6543	3398	13	3398	1827	1571	1593	834	759	1721	972	749	719	10 7/9

COUNTY OF

Bastard	3143	1016	869	20	869	479	390	377	195	182	443	252	191	141	8 1/3
Burgess, South		84	21	.....	21	13	8	6	2	4	20	14	6	12	12
Crosby, North	1282	438	287	6	287	155	132	127	65	62	153	97	61	54 1/2	9
" South	1255	484	252	4	252	145	107	88	49	39	117	75	42	48	8
Elizabethtown	4873	1602	1185	30	1185	614	571	606	297	309	630	365	265	250 1/2	8 1/3
Elmsley, South	1388	482	250	8	250	136	114	165	82	83	174	602	72	52	8 1/4
Escott	1162	403	255	8	255	128	127	105	57	48	137	76	61	66	7 3/4
Kitley	3369	1326	744	14	744	413	331	385	213	172	424	240	184	157 1/3	10 1/2
Leeds, Front	4432	417	254	11	254	127	127	148	69	79	127	67	60	55	9 6/7
Lansdowne, Front		550	368	.....	368	180	188	195	91	104	167	100	67	72	9
Leeds & do. Rear		496	359	7	359	173	186	178	90	88	137	74	63	93	9 1/3
Yonge	3542	1154	954	86	954	525	429	466	228	238	475	275	200	173 1/2	8 3/3
	24446	8452	5798	194	5798	3088	2710	2846	1438	1408	3009	1737	1272	1174 5/6	9

COUNTY OF

Augusta	4296	1690	1019	20	1019	558	461	517	274	243	546	312	234	203 1/2	9 1/4
Edwardsburgh	3747	1340	958	16	958	532	426	531	255	276	532	308	224	162 1/2	8 1/5
Gower, South	722	234	164	.....	164	99	65	76	41	35	73	43	30	22	7 1/3
Oxford	3759	1426	896	5	896	491	405	466	245	221	404	227	177	171	8 1/4
Wolford	2884	1140	698	14	698	352	346	354	188	166	384	215	169	153 1/2	9
	15408	5830	3735	55	3735	2032	1703	1944	1003	941	1939	1105	834	712 1/2	8 1/2

COUNTY OF

Bathurst	2560	787	418	6	418	227	191	188	101	87	211	121	90	108	10 4/7
Beckwith	2056	755	560	3	560	345	215	242	153	89	245	163	82	122 1/2	11 1/7
Burgess, North	1387	494	264	.....	264	140	124	218	126	92	196	112	84	36	12
Dalhousie and Levant	1478 / 78	382	284	2	284	152	132	135	71	64	145	68	77	67	9 1/2
Darling	511	191	144	.....	144	78	66	62	33	29	56	31	25	34	11 3/4
Drummond	3955	1050	695	12	695	388	307	408	232	176	408	236	172	129	10 3/4
Elmsley, North	1800	514	294	4	294	170	124	126	75	51	146	92	54	63 2/3	9
Lanark	2023	742	443	19	443	235	208	238	138	100	216	130	86	112	10 1/7
Montague	3022	978	678	10	678	350	328	321	176	145	274	152	122	143	10 1/4
Ramsay	3223	990	634	2	634	366	268	281	156	125	291	163	128	143	10 1/4
Sherbrooke, North	343	166	143	.....	143	79	64	44	25	19	45	24	21	24	8
Sherbrooke, South	454	74	39	.....	39	20	19	13	9	4	15	10	5	12	12
	23490	7123	4596	58	4596	2550	2046	2276	1295	981	2248	1302	946	994 1/6	10 1/3

for 1850.—Table B.—(*Continued.*)

CARLETON.

Total number of Pupils in																		
Reading Classes.					Arithmetic.			Other Branches.										
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phily.	Vocal music.	Linear drawing	Other Studies.
65	95	128	83	12	87	61	55	48	44	.....	195	2	1	.....	4	.....	74	.....	.....
44	43	76	63	26	53	37	37	42	30	8	96	3	.....	.....	.....	8	10	.....	.....
43	44	66	48	48	37	55	31	13	.....	.....	134	.....	.....	.....	.....	.....	.....	.....	.....
83	79	107	60	45	38	10	24	12	5	.....	158	.....	1	.....	.....	.....	.....	.....	.....
49	48	67	47	32	27	22	17	4	.....	.....	91	1	.....	.....	.....	.....	12	.....	.....
30	27	41	12	2	16	18	4	.....	.....	.....	31	.....	.....	.....	.....	.....	.....	.....	.....
67	58	49	86	77	55	31	41	23	5	.....	140	1	1	.....	.....	.....	.....	.....	.....
90	108	120	126	72	77	48	56	33	15	3	281	1	1	.....	.....	.....	.....	.....	.....
80	92	89	78	13	57	38	25	52	31	.....	141	2	3	1	1	.....	.....	.....	.....
12	3	4	5	.....	6	4	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....
563	597	747	608	327	453	314	290	227	130	11	1287	10	7	1	5	8	96	.....	.....

LEEDS.

119	149	137	147	80	117	92	95	58	41	28	304	4	.....	.....	1	4	.....	.....	1
.....	.....	.....	.....	8	6	5	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
84	75	75	50	36	55	26	23	18	11	.....	100	.....	.....	.....	.....	4	.....	.....	.....
24	29	40	42	12	21	19	28	19	7	.....	81	.....	.....	.....	.....	.....	.....	.....	.....
202	191	281	205	108	190	133	136	110	109	19	555	.....	.....	.....	.....	8	6	.....	.....
36	39	60	35	15	49	20	15	12	3	3	96	2	.....	.....	.....	.....	.....	.....	.....
33	45	49	48	14	43	16	20	24	19	8	111	.....	.....	.....	.....	.....	.....	.....	.....
112	127	162	208	75	140	107	107	97	45	3	427	10	5	4	3	.....	.....	.....	3
47	36	53	44	12	31	18	9	24	29	8	80	6	.....	2	.....	3	.....	.....	.....
35	41	57	42	44	33	35	35	17	13	3	120	.....	.....	.....	.....	.....	.....	.....	.....
69	75	55	62	31	39	32	32	24	13	2	131	3	.....	.....	.....	.....	.....	.....	.....
147	165	225	197	95	150	117	130	153	107	17	461	17	2	8	10	.....	.....	.....	2
908	972	1194	1080	530	874	620	630	556	397	91	2472	42	7	14	14	19	6	.....	6

GRENVILLE.

151	199	261	277	99	200	117	130	154	145	70	486	22	4	9	3	1	37	.....	.....
159	135	183	168	85	162	111	85	92	87	36	371	11	2	1	1	.....	.....	.....	.....
25	34	54	20	4	24	14	14	11	8	.....	66	.....	.....	.....	.....	.....	24	.....	.....
136	161	185	159	116	131	101	73	116	74	28	318	6	1	.....	.....	.....	.....	.....	.....
96	105	153	152	111	98	86	113	85	42	24	300	8	3	2	4	4	.....	.....	.....
567	634	736	776	415	615	429	415	458	356	158	1541	47	10	12	8	5	61	.....	.....

LANARK.

50	74	89	101	51	49	46	68	50	7	.....	177	4	4	1	1	.....	.....	.....	.....
74	105	150	131	69	92	75	123	109	69	23	292	13	19	12	20	18	140	.....	9
13	18	29	32	20	22	16	23	32	16	10	65	.....	4	1	1	.....	42	.....	.....
51	35	80	72	17	50	21	14	17	14	.....	122	.....	.....	.....	.....	.....	10	.....	.....
31	22	36	45	.....	29	19	11	11	6	.....	62	.....	.....	.....	.....	.....	.....	.....	.....
129	138	178	155	80	132	88	97	104	76	9	352	9	6	3	6	.....	.....	15	4
41	35	55	74	35	54	39	44	42	25	4	154	1	5	.....	.....	.....	.....	.....	.....
71	64	99	111	32	85	62	77	110	59	6	225	15	9	2	2	.....	88	.....	.....
112	118	145	118	47	80	64	41	45	36	14	271	.....	2	.....	.....	.....	.....	.....	.....
84	130	186	206	30	120	76	93	83	78	.....	284	6	8	2	4	.....	.....	.....	.....
17	35	55	7	.....	18	16	6	4	18	.....	26	1	.....	.....	.....	.....	.....	.....	.....
.....	4	10	.....	.....	2	1	1	.....	.....	.....	19	.....	.....	.....	.....	.....	.....	.....	.....
673	778	1112	1052	381	733	523	598	607	399	66	2049	49	57	21	34	18	280	15	13

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Winter.			In Summer.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Admaston	561	64	77	.....	77	40	37	48	28	20	48	27	21	24	12
Bagot	670	141	54	.....	54	32	22	50	30	20	54	32	22	22	11
Blithfield	121	No Report—See Superintendent's Report for Admaston.													
Bromley	640	189	119	.....	119	66	53	60	34	26	74	45	29	28½	9⅓
Horton	1648	227	110	2	110	56	54	63	31	32	79	42	37	33	11
McNab	1653	336	351	12	351	192	159	145	84	61	135	74	61	23	11½
Packenham	1694	502	411	7	411	222	189	221	117	104	244	149	95	59½	12
Pembroke	420	117	69	.....	69	30	39	52	22	30	41	18	23	23	11½
Stafford	.....	See Westmeath.													
Ross	575	17	17	.....	17	12	5	10	6	4	10	7	3	12	12
Westmeath and Stafford	963 241	134	104	1	104	67	37	60	39	21	46	34	12	30	7½
	9186	1737	1312	22	1312	717	595	709	391	318	731	428	303	255	10⅔

COUNTY OF

Bedford	907	265	64	.....	64	38	26	36	20	16	52	34	18	20½	10⅓
Kingston	4523	1582	1021	52	1021	594	427	525	298	227	507	315	192	193	9½
Loughborough	1611	598	435	7	434	230	204	169	81	88	192	108	84	87	8⅔
Pittsburgh	2426	849	473	21	473	263	210	292	159	133	280	152	128	117	9¾
Portland and Hinchinbrooke	1728 236	795	579	7	579	316	263	153	85	68	153	85	68	109	8⅓
Storrington	1940	738	543	5	543	283	260	183	97	86	196	111	85	81½	10
Wolfe Island	2330	646	286	7	286	172	114	200	114	86	238	152	86	50	8⅓
	15701	5473	3400	98	3400	1896	1504	1558	854	704	1618	957	661	658	9¼

COUNTY OF

Adolphustown	690	184	159	3	159	86	73	87	48	39	99	54	45	42	7
Fredricksburgh	2498	1003	691	48	691	367	324	387	207	180	423	259	164	132	7⅓
Richmond	3224	1081	875	50	875	470	405	448	224	224	372	206	106	153	9
	6412	2268	1725	101	1725	923	802	922	479	443	894	519	375	327	7⅗

COUNTY OF

Amherst Island	1213	383	189	2	189	103	86	126	72	54	103	62	41	34	8⅓
Camden, East	5111	2642	1715	18	1715	949	766	920	503	417	805	527	278	310	9⅕
Ernestown	4813	1376	1167	43	1167	663	504	524	281	243	573	334	239	198½	9
Sheffield	1896	632	313	2	313	167	146	173	91	82	150	85	65	79½	8¾
	13033	5033	3384	65	3384	1882	1502	1743	947	796	1631	1008	623	622	8⅘

for 1850.—Table B.—(*Continued.*)

RENFREW.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.											
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
6	13	33	25	.....	20	10	7	6	2	.....	35	.....	.....	.....	.....	.....	.....	.....	.....
2	14	12	23	2	8	4	7	4	3	.....	25	.....	.....	.....	.....	.....	13	.....	.....
18	23	13	8	12	17	12	10	3	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....
13	23	39	39	17	28	16	14	13	6	.....	52	.....	.....	.....	.....	.....	.....	.....	.....
84	100	88	61	27	67	30	21	37	32	2	127	4	3	2	4	15	60	.....	7
88	56	87	68	16	65	37	36	45	77	4	150	7	6	3	4	3	.....	.....	1
5	13	21	13	5	12	10	11	39	38	4	39	4	.....	.....	1	.....	.....	4	.....
3	8	3	3	.....	3	1	.....	3	.....	.....	11	1	.....	.....	.....	.....	.....	.....	.....
7	16	24	26	13	6	9	19	7	5	.....	44	1	.....	.....	.....	3	.....	.....	.....
218	266	320	266	92	226	129	125	157	163	10	516	17	9	5	9	21	73	4	8

FRONTENAC.

7	22	21	2	12	11	5	3	1	.....	.....	26	.....	.....	.....	.....	.....	.....	.....	.....
121	137	160	167	99	147	81	90	108	80	57	268	15	4	4	.....	12	.....	5	4
72	89	87	103	26	86	42	57	81	44	4	175	4	4	5	6	.....	55	.....	.....
94	107	115	72	31	83	54	35	65	35	25	162	1	1	.....	1	.....	12	.....	.....
97	90	141	144	76	70	56	54	55	41	3	221	2	.....	.....	1	2	30	.....	.....
73	82	108	88	31	65	52	26	25	17	....	141	6	.....	.....	.....	.....	.....	.....	.....
39	48	56	54	4	36	32	27	26	26	.....	111	2	2	.....	.....	.....	.....	.....	.....
503	575	688	630	279	498	322	292	361	243	89	1104	30	11	9	8	14	97	5	4

LENNOX.

26	19	23	42	16	30	24	27	37	36	14	85	.....	.....	.....	.....	3	.....	.....	.....
102	116	121	120	94	117	88	88	135	122	22	258	19	.....	13	7	27	.....	.....	22
183	165	171	151	93	161	84	111	109	113	37	332	14	2	11	1	24	.....	.....	16
311	300	315	313	203	308	196	226	281	271	73	675	33	2	24	8	54	.....	.....	38

ADDINGTON.

35	21	39	48	20	22	18	8	10	6	.....	44	4	.....	.....	.....	.....	.....	.....	.....
242	264	332	346	173	247	177	156	205	195	76	619	29	5	42	26	25	.....	2	.....
153	207	274	259	135	190	173	221	244	198	53	561	27	11	5	9	30	105	.....	.....
33	43	40	24	9	33	12	4	9	5	.....	79	.....	.....	.....	.....	.....	.....	.....	.....
463	535	685	677	337	492	380	389	468	404	129	1303	60	16	47	35	55	105	2	.....

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Hungerford	2522	781	383	10	383	197	186	232	115	117	271	148	123	95	9½
Huntingdon	2098	619	336	.....	336	183	153	141	74	67	140	80	60	64½	7
Madoc and Elzevir	2021	784	523	17	523	260	263	230	112	118	158	89	69	74	6¾
Marmora	534	255	61	.....	61	31	30	37	17	20	39	19	20	18	6
Rawdon	2345	811	542	6	542	314	228	338	197	141	363	209	154	108½	7⅗
Sidney	3380	1233	931	26	931	514	417	442	232	210	468	266	202	160	8
Thurlow	3237	1303	894	26	894	472	422	537	292	245	465	276	189	189	9
Tyendinaga	3991	2088	862	9	862	463	399	552	289	263	666	389	277	214½	9⅓
	20128	7874	4532	94	4532	2434	2098	2509	1328	1181	2570	1476	1094	923½	8½

COUNTY OF

Ameliasburgh	2881	1008	941	28	941	500	441	435	224	211	489	281	208	182	9
Athol	1879	497	434	14	434	241	193	202	102	100	255	161	94	80½	8
Hallowell	3271	915	727	27	727	422	305	326	172	154	369	219	150	134½	9⅔
Hillier	2595	1098	945	51	945	523	422	419	219	200	507	293	214	156½	9⅓
Marysburgh	3405	1185	919	17	919	470	449	436	206	230	502	299	203	171½	9
Sophiasburgh	3014	872	701	25	701	399	302	362	205	157	460	273	187	148	8⅔
	17045	5575	4667	162	4667	2555	2112	2180	1128	1052	2582	1526	1056	873	9

COUNTY OF

Alnwick	518	108	70	.....	70	41	29	9	6	3	39	24	15	13	6½
Cramahé	4389	1529	917	22	917	498	419	532	262	270	590	354	236	169½	7⅔
Haldimand	4177	1226	842	30	842	446	396	481	235	246	359	221	138	172	7¾
Hamilton	4502	1333	703	18	703	402	301	360	187	173	425	244	181	158	10½
Monaghan, South	942	430	288	7	288	159	129	126	64	62	103	59	44	54½	11
Percy	2162	757	421	.....	421	215	206	178	83	95	180	101	79	71	7
Murray	5002	1664	1148	24	1148	632	516	497	241	256	561	341	220	198½	8
Seymour	2117	710	297	8	297	163	134	115	55	60	109	54	55	79	10
	23809	7757	4686	109	4686	2556	2130	2298	1133	1165	2366	1398	968	915½	8⅓

COUNTY OF

Cartwright	1558	442	183	7	183	94	89	116	50	66	111	61	50	33	11
Cavan	4198	1406	787	36	787	481	306	410	240	170	445	283	162	167⅓	10⅓
Clarke	5469	1899	1367	16	1367	725	642	616	327	289	738	478	260	234½	10⅗
Darlington	7289	2297	1055	24	1055	641	414	492	287	205	587	377	210	201	10½
Hope	4624	1307	737	20	737	437	300	390	210	180	318	188	130	152½	9½
Manvers	2030	484	257	6	257	131	126	89	41	48	152	82	70	43¾	8
	25168	7835	4386	109	4386	2509	1877	2113	1155	958	2351	1469	882	832¼	10⅛

for 1850.—Table B.—(*Continued.*)

HASTINGS.

Total Number of Pupils in

Reading Classes.					Arithmetic.			Other Branches.											
First to lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phily.	Vocal Music.	Linear drawing.	Other Studies.
75	58	103	21	8	75	24	9	10	7	4	128	.....	.....	.....	.....	.....	.....	.....	.....
61	93	113	58	18	73	32	19	27	39	7	91	7	7	4	5	7	4	20	25
87	121	127	93	5	61	51	23	24	19	13	166	.....	.....	.....	1	1	.....	.....	2
12	10	18	.....	.....	17	10	8	.....	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....
67	97	104	100	58	53	43	42	42	28	39	142	5	.....	.....	.....	.....	.....	.....	.....
131	148	228	151	77	121	125	135	164	175	74	421	16	1	6	.....	2	.....	.....	50
153	189	252	194	76	188	128	91	204	233	22	362	20	.....	3	.....	70	210	44	.....
167	207	241	190	64	178	116	136	84	87	25	379	33	1	4	6	1	.....	.....	.....
753	923	1186	807	306	766	529	463	555	588	184	1722	81	9	17	12	81	214	64	77

PRINCE EDWARD.

158	148	201	166	51	181	96	54	115	120	19	385	7	.....	5	1	3	.....	.....	.....
66	55	62	76	74	72	43	48	68	81	5	206	4	.....	.....	.....	12	.....	2	12
75	99	137	165	63	94	84	113	148	167	48	307	14	4	13	2	23	.....	.....	18
80	96	165	206	40	152	144	115	127	149	20	389	9	10	9	1	4	59	12	.....
153	146	173	186	75	129	86	110	93	82	40	351	6	4	2	3	18	22	6	.....
67	54	166	108	75	115	92	69	86	110	21	328	6	10	4	.....	4	.....	6	6
599	598	904	907	378	743	545	509	637	709	153	1966	46	28	33	7	69	81	26	36

NORTHUMBERLAND.

10	11	24	13	.....	14	5	.....	4	4	.....	27	.....	.....	.....	.....	.....	.....	.....	.....
104	152	150	155	138	161	114	73	91	98	13	368	1	.....	5	11	35	63	.....	17
122	157	182	98	66	134	91	72	85	106	24	288	4	1	11	28	30	65	.....	22
106	179	148	128	55	180	104	102	97	144	29	385	16	3	1	1	1	123	.....	6
51	42	49	56	70	53	51	48	14	11	2	159	.....	.....	.....	.....	.....	.....	.....	.....
103	88	75	79	50	51	28	23	25	24	3	157	.....	.....	.....	.....	.....	28	.....	.....
194	199	212	229	93	180	110	68	98	97	77	468	6	1	.....	.....	.....	.....	.....	.....
32	68	54	32	38	41	31	15	12	3	.....	105	.....	1	.....	.....	.....	.....	.....	.....
722	896	894	790	510	814	534	401	426	487	148	1957	27	6	17	40	66	279	.....	45

DURHAM.

43	41	45	38	5	32	17	22	6	16	.....	59	3	2	1	.....	.....	.....	.....	.....
112	112	170	156	70	127	95	117	102	58	11	328	11	8	2	5	.....	.....	.....	.....
168	221	317	296	118	213	142	166	121	144	26	635	6	8	12	8	1	100	6	4
147	166	212	172	160	234	150	111	119	184	45	550	5	3	5	8	3	.....	....	44
126	133	125	162	52	116	75	74	90	67	1	258	.....	5	1	.....	.....	.....	.....	.....
50	70	63	40	34	55	32	24	15	2	.....	139	.....	.....	.....	.....	.....	.....	.....	.....
646	743	932	864	439	777	511	514	453	471	83	1869	25	26	21	21	4	100	6	48

PART II.—STATISTICAL SCHOOL REPORT

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Winter.			In Summer.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Asphodel	1511	485	301	6	301	146	155	143	67	76	114	57	57	61½	7⅔
Belmont	.....	70	41	.....	41	19	22	14	8	6	12	7	5	6	6
Douro	1371	614	332	.....	332	165	167	110	54	56	83	45	38	40½	6¾
Dummer	1148	492	280	5	280	163	117	144	68	76	83	47	36	45	6½
Eldon	1189	383	165	3	165	95	70	101	67	34	82	55	27	33	8¼
Emily	2461	1078	527	15	527	286	241	356	204	152	442	240	202	90	8⅓
Ennismore	523	169	152	.....	152	95	57	80	47	33	90	43	47	18	9
Fenelon	433	98	82	.....	82	43	39	.....	.....	.....	.....	.....	.....	10	5
Mariposa	2863	1075	845	34	845	470	375	358	197	161	406	239	167	131	8⅕
Monaghan, North	675	271	144	4	144	95	49	73	44	29	86	57	29	32½	11
Ops	2233	730	330	27	330	183	147	205	104	101	138	66	72	60½	8⅔
Otonabee	3289	839	563	.....	563	305	258	306	148	158	301	174	127	88	8¼
Smith	2076	681	488	37	488	273	215	218	121	97	211	120	91	79	8
Verulam	500	219	112	6	112	68	44	96	58	38	105	62	43	16	8
	20272	7204	4362	137	4362	2406	1956	2204	1187	1017	2153	1212	941	711	8

COUNTY OF YORK—

Brock	3174	1204	737	8	737	392	345	304	166	138	342	192	150	127	8½
Georgina	947	280	163	2	163	83	80	65	40	25	37	23	14	29⅓	9⅔
Gwillimbury, North	1172	350	219	2	219	118	101	99	59	40	97	51	46	37	9¼
" East	2616	833	395	11	395	238	157	216	125	91	222	135	87	110½	8½
Mara / Rama	974	196 / No Report.	86	4	86	49	37	42	22	20	.....	.....	.....	12	6
Reach	2492	1025	624	10	624	346	278	259	138	121	322	190	132	98	8
Scott	792	196	94	1	94	54	40	16	7	9	44	23	21	12	6
Thorah	1062	326	212	2	212	110	102	70	34	36	109	62	47	30	6
Uxbridge	1680	509	293	2	293	174	119	105	52	53	120	75	45	42½	8⅓
Whitchurch	4842	1269	1035	30	1035	583	452	464	286	178	549	331	218	176	7⅔
	19751	6188	2858	72	2858	2147	1711	1640	929	711	1842	1082	760	674½	8

COUNTY OF YORK—

Etobicoke	2914	1056	567	13	567	320	247	371	212	159	364	212	152	96½	10⅔
King	5574	2082	1327	34	1327	790	537	615	317	298	690	439	251	230	11
Vaughan	6255	2330	1632	46	1632	945	687	712	399	313	869	498	371	230	11½
York	8872	2681	1100	34	1100	665	435	671	399	272	652	414	238	219¼	10⅓
	23615	8149	4626	127	4626	2720	1906	2369	1367	1042	2575	1563	1012	775¾	10 8/10

COUNTY OF YORK—

Markham	6868	2431	1421	36	1421	809	612	967	407	560	996	608	388	296	10
Pickering	6385	2177	1117	25	1117	657	460	529	306	223	622	360	262	167	10⅓
Scarborough	3821	1108	571	17	571	331	240	335	180	155	357	225	132	112½	11¼
Whitby	6900	1887	1286	15	1286	716	510	648	338	310	691	407	284	203	8⅐
	23974	7603	4395	93	4395	2513	1882	2479	1231	1248	2666	1600	1066	778½	10⅛

for 1850.—Table B.—(*Continued.*)

PETERBOROUGH.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.										
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phily.	Vocal Music.	Linear drawing.	Other Studies.
84	76	45	58	13	43	23	21	11	5	4	98	1	3	.....	.....	.....	.....	.....	.....
5	5	3	3	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	67	58	71	2	29	17	21	9	8	4	96	1	.....	.....	.....	.....	.....	.....	.....
51	60	76	42	34	41	29	17	8	11	1	72	.....	1	.....	.....	.....	.....	.....	.....
35	23	23	21	48	23	13	14	11	1	.....	40	.....	.....	.....	.....	.....	.....	.....	.....
121	104	111	79	29	53	45	44	19	10	.....	206	.....	.....	1	1	.....	42	.....	.....
24	16	19	8	16	15	12	1	8	2	.....	27	.....	.....	.....	.....	.....	.....	.....	.....
3	12	.....	.....	4	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	135	167	124	79	95	50	41	30	18	.....	275	1	3	1	3	.....	.....	.....	.....
19	20	18	30	20	18	13	15	9	8	.....	43	2	.....	.....	.....	.....	.....	.....	.....
56	71	49	52	56	54	47	32	12	2	2	111	1	.....	.....	.....	.....	37	.....	.....
87	109	151	119	65	107	103	54	56	42	37	279	4	6	.....	2	10	.....	.....	.....
47	72	72	42	44	77	53	40	24	10	5	173	3	3	1	1	.....	.....	.....	.....
28	26	7	20	22	9	6	3	.....	.....	.....	27	.....	.....	.....	.....	.....	.....	.....	.....
819	796	799	669	422	570	413	303	187	117	53	1447	13	16	3	7	10	79	.....	.....
NORTH RIDING.																			
140	142	183	103	35	93	65	42	23	15	12	328	2	1	.....	.....	4	.....	.....	.....
31	29	34	45	22	30	15	14	16	17	.....	81	5	.....	.....	.....	.....	.....	.....	.....
66	58	49	24	22	55	33	19	11	7	2	105	.....	.....	.....	.....	.....	.....	.....	.....
92	126	139	102	48	131	75	65	74	44	22	270	7	4	1	.....	20	.....	.....	.....
16	15	31	11	9	17	7	5	12	.....	.....	33	.....	.....	.....	.....	.....	3	.....	.....
77	95	114	105	73	79	58	27	33	44	1	244	3	6	.....	.....	4	8	.....	6
27	14	8	3	.....	6	4	.....	1	1	.....	10	.....	.....	.....	.....	.....	.....	.....	.....
38	48	41	44	32	22	18	26	29	9	4	99	1	2	.....	2	.....	.....	.....	7
25	44	48	39	67	85	36	24	28	12	.....	94	6	1	.....	1	.....	85	6	.....
133	180	210	158	106	167	131	120	95	71	4	465	14	5	2	1	8	95	.....	4
645	751	857	634	414	685	442	342	322	220	45	1729	38	19	3	4	36	191	6	17
SOUTH RIDING.																			
87	96	103	106	45	114	60	59	171	243	22	295	14	3	15	4	9	.....	.....	.....
275	217	290	209	169	206	188	158	163	149	30	508	24	8	7	5	13	120	.....	13
229	236	311	246	126	210	165	166	190	246	63	602	40	16	10	15	.....	.....	.....	.....
161	171	194	163	111	159	143	130	177	231	27	432	22	19	5	9	8	.....	.....	.....
752	720	898	724	451	689	556	513	701	869	142	1837	100	46	37	33	30	120	.....	13
EAST RIDING.																			
228	267	357	249	190	265	217	195	214	483	141	701	24	15	9	10	17	272	58	12
153	170	192	172	88	143	131	149	121	140	33	474	6	2	3	3	13	.....	3	.....
49	89	145	139	35	95	75	68	94	127	5	228	6	.....	.....	.....	.....	53	.....	.....
162	215	210	221	111	209	155	139	124	205	106	509	15	3	2	2	28	75	.....	18
592	741	904	781	424	712	578	551	553	955	285	1912	51	20	14	15	58	300	61	30

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Albion	3957	1438	627	12	627	371	256	326	189	137	412	260	152	123	10¼
Caledon	2744	1200	536	18	536	319	217	285	163	122	356	211	145	118	9⅚
Chinguacousey	5489	2228	1471	38	1471	888	583	777	451	326	999	644	355	260	9⅞
Gore of Toronto	1602	729	389	18	389	229	160	239	139	100	287	187	100	82	11⅝
Toronto	6203	2397	1081	26	1081	680	401	765	464	301	916	589	327	247	10⅔
	19995	7992	4104	112	4104	2487	1617	2392	1406	986	2970	1891	1079	830	10¼

COUNTY OF

Adjala	1754	789	408	35	408	216	192	212	124	88	242	152	90	79	11⅓
Collingwood	365	100	44	.....	44	32	12	30	20	10	.....	.....	.....	6	6
Essa	1223	495	211	.....	211	120	91	118	68	50	117	66	51	53½	10¾
Euphrasia	474	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	4
Flos	405	63	28	.....	28	18	10	9	5	4	19	15	4	6	6
Gwillimbury, West	3816	1368	925	26	925	547	378	433	243	190	530	319	211	201	11⅙
Innisfil	1887	632	439	6	439	233	206	239	124	115	253	153	100	85	10½
Medonte and Tay	993 / 274	448	210	2	210	94	116	153	63	90	166	95	71	48	8
Mono	2276	974	565	14	565	287	278	312	158	154	288	159	129	110	8
Mulmur	644	159	133	.....	133	65	68	60	29	31	83	42	41	19	9½
Nottawasaga	1411	542	317	15	317	178	139	188	102	86	195	105	90	20	4
Orillia, North / " South	546	55 / 120	No Schools. 25	.....	25	25	.....	20	20	.....	20	20	.....	10	10
Oro	1759	612	321	11	321	179	142	163	87	76	174	100	74	57	8
St. Vincent	1246	176	91	.....	91	58	33	42	30	12	11	6	5	24	8
Sunnidale	154	55	39	.....	39	26	13	26	18	8	.....	.....	.....	6	6
Tecumseth	3612	1250	827	27	827	441	386	397	210	187	421	225	196	186	9¾
Tiny	683	286	136	6	136	82	54	82	46	36	76	41	35	24	8
Tossorontio	436	127	No Schools.												
Vespra	1254	408	122	7	122	68	54	65	36	29	33	19	14	27	7
	25212	8727	4841	149	4841	2669	2172	2549	1383	1166	2628	1517	1111	965½	9 1/10

COUNTY OF

Ancaster	4082	1228	734	3	734	388	346	372	182	190	368	224	144	148	10½
Barton	1536	411	246	10	246	142	104	165	96	69	198	114	84	62½	10½
Binbrooke	1496	481	301	3	301	185	116	148	86	62	164	107	57	58	9⅔
Brantford	6174	1959	1197	23	1197	687	510	638	336	302	760	468	292	199	9½
Glandford	2563	525	197	8	197	110	87	97	54	43	99	61	38	36	9
Onondaga	1677	489	180	1	180	91	89	108	55	53	140	67	73	39	8
Saltfleet	2710	803	473	...	473	278	195	252	142	110	255	157	98	91½	9⅐
Tuscarora	1311														
	21549	5796	3328	48	3328	1881	1447	1780	951	829	1984	1198	786	634	10½

for 1850.—Table B.—(*Continued.*)

WEST RIDING.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.											
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal music.	Linear drawing.	Other Studies.
71	122	124	106	55	142	69	59	60	83	1	251	3	.....	.....	.....	.....	.....	.....	.....
91	120	131	41	11	86	57	47	25	14	2	184	.....	.....	.....	.....	.....	.....	.....	1
227	299	303	244	173	265	203	195	188	244	16	550	14	51	5	47	20	.....	.....	.....
59	89	97	93	80	63	55	66	74	82	79	172	4	1	.....	.....	.....	.....	.....	.....
201	277	266	218	112	177	167	212	166	130	20	565	.....	7	10	.....	8	.....	.....	19
649	907	951	702	431	733	551	579	513	553	118	1722	21	59	15	47	28	.....	.....	20

SIMCOE.

39	64	89	51	13	66	46	35	17	2	.....	127	2	1	.....	.....	.....	.....	.....	.....
4	8	1	.....	.....	2	3	2	4	5	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
22	34	38	33	15	27	14	11	8	7	10	51	.....	1	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	6	12	.....	.....	4	3	2	5	.....	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
135	186	272	232	83	208	159	174	164	151	17	578	4	8	11	1	21	.....	12	10
84	94	98	69	34	81	56	28	36	22	3	164	.....	.....	.....	.....	.....	.....	.....	.....
49	59	65	28	.....	31	34	12	7	5	.....	81	.....	.....	.....	.....	.....	.....	.....	.....
100	117	117	98	43	98	28	31	3	2	14	166	.....	.....	2	1	.....	.....	.....	.....
18	30	23	32	28	7	20	6	.....	.....	.....	41	.....	.....	.....	.....	.....	.....	.....	.....
56	58	55	69	33	33	11	6	15	1	.....	94	.....	.....	.....	.....	.....	.....	.....	.....
5	4	6	7	7	3	5	4	10	12	.....	17	.....	2	2	2	6	.....	.....	4
56	80	81	53	12	40	40	27	45	29	2	117	.....	.....	.....	.....	.....	.....	.....	.....
15	18	20	24	6	31	11	5	6	15	4	43	.....	.....	.....	.....	.....	.....	.....	.....
2	9	10	12	6	3	1	1	6	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
82	135	131	150	98	130	102	68	52	39	.....	334	4	1	.....	1	4	.....	.....	.....
33	32	36	12	7	18	23	12	16	30	.....	52	6	.....	.....	1	.....	.....	.....	.....
27	34	32	17	13	30	10	15	23	14	3	47	2	.....	.....	.....	.....	.....	.....	.....
736	968	1086	887	398	807	466	439	418	340	53	1941	18	13	15	4	31	.....	12	14

WENTWORTH.

85	122	156	126	50	118	83	111	104	75	12	372	6	11	4	...	5	...	...	2
34	89	65	44	25	55	40	33	37	30	8	127	...	2	1	1	4	...	...	...
44	96	74	43	17	50	42	44	27	22	3	139	7	...	...	...	...	...	...	...
219	244	331	269	87	253	163	181	169	204	9	735	29	24	...	7	11	50	...	5
27	31	54	52	10	34	28	27	48	54	12	101	1	1	2	2	25	...	...	2
30	26	47	34	16	19	27	11	15	21	4	64	1	1	2	...	...	...	...	...
79	86	104	74	35	84	76	48	82	63	22	173	14	2	7	...	4	...	...	...
518	664	831	642	240	613	459	455	482	469	70	1711	58	41	16	10	49	50	...	9

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Beverley	4983	1393	903	14	903	476	427	435	233	202	465	265	200	147½	9¼
Dumfries	7416	2009	1304	14	1304	763	541	653	357	296	802	487	315	235	10 3/20
Esquesing	5731	1630	912	62	912	522	390	592	330	262	612	364	248	176	11
Flamborough, East	2419	655	249	2	249	141	108	179	90	89	203	121	82	52½	10¼
" West	5224	973	620	30	620	394	226	310	177	133	393	251	142	96½	10 3/20
Nassagaweya	1868	728	403	.....	403	226	177	204	120	84	199	102	97	58½	8 3/4
Nelson	3792	1119	713	19	713	416	297	390	213	177	465	282	183	134½	9
Trafalgar	5467	2027	1221	36	1221	699	522	642	352	290	729	443	286	195½	10¾
	36900	10534	6325	177	6325	3637	2688	3405	1872	1533	3868	2315	1553	1096	10

COUNTY OF

Caistor	1134	372	313	2	313	166	147	198	111	87	186	109	77	47	6 2/3
Clinton	2652	699	609	19	609	348	261	266	132	134	300	166	134	82	8 4/11
Gainsborough	2123	753	592	5	592	299	293	253	133	120	168	91	77	81 3/4	6 3/4
Grantham	2887	700	425	43	425	241	184	231	124	107	177	113	64	71⅓	9
Grimsby	2275	704	631	17	631	368	263	335	191	144	324	217	107	92	7 2/3
Louth	1771	474	360	6	360	202	158	122	64	58	224	138	86	52½	7½
Niagara	2145	690	499	22	499	257	242	234	119	115	210	128	82	81¼	9
	14987	4392	3429	114	3429	1881	1548	1639	874	765	1589	962	627	508	7¾

COUNTY OF

Bertie	1053	790	676	9	676	428	248	291	165	126	340	219	121	108	7 2/3
Crowland	1272	579	491	28	491	264	227	192	97	95	218	124	94	73	7⅓
Humberstone	2370	471	342	4	342	202	140	159	90	69	197	115	82	37 3/4	5⅓
Pelham	2253	708	625	6	625	333	292	278	143	135	333	197	136	88 3/4	8
Stamford	2484	806	700	20	700	402	298	325	169	156	348	204	144	92	9⅕
Thorold	3695	732	680	29	680	397	283	261	143	118	364	219	145	89	8
Wainfleet	1514	462	383	9	383	247	136	111	64	47	193	112	81	56¼	7
Willoughby	970	335	306	3	306	182	124	152	88	64	183	112	71	57½	9½
	15611	4883	4203	108	4203	2455	1748	1769	959	810	2176	1302	874	606½	7⅞

COUNTY OF

Canborough	696	376	258	.....	258	139	119	110	51	59	122	70	52	44	7⅕
Cayuga, North	534	471	278	13	278	150	128	140	77	63	92	57	35	45	7½
" South	732	279	153	.....	153	85	68	44	24	20	70	43	27	24	8
Dunn	741	217	26	.....	26	17	9	22	13	9	26	17	9	6	6
Moulton and Sherbrooke	1507	572	352	4	352	214	138	143	82	61	188	119	69	50½	8½
Oneida	3272	473	235	1	235	136	99	100	58	42	159	99	60	44	7⅕
Rainham	2087	402	330	5	330	183	147	137	66	71	180	100	80	38½	6⅓
Seneca	1392	940	564	5	564	326	238	329	217	112	305	181	124	100	8⅓
Walpole	2788	680	371	2	371	212	159	187	95	92	269	156	113	79½	7¼
	14749	4410	2567	30	2567	1462	1105	1212	683	529	1411	842	569	431½	8½

for 1850.—Table B.—(*Continued.*)

HALTON.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.										
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
136	149	183	169	54	112	70	112	79	67	2	375	16	3	6	.....	.....	.....	5	3
126	204	249	395	159	218	243	235	258	240	28	682	16	13	3	3	38	30	23	9
103	148	222	172	130	182	120	139	168	230	56	412	6	.....	3	3	31	.....	.....	18
43	48	72	69	17	52	38	24	16	28	11	92	4	2	.....	1	10	30	30	.....
102	118	136	147	104	133	106	144	157	170	84	353	26	.....	17	9	12	.....	.....	1
58	68	117	77	9	54	34	35	43	35	.....	186	1	.....	.....	.....	.....	.....	.....	.....
117	134	192	164	58	194	95	91	110	104	14	439	3	2	1	2	42	.....	.....	.....
180	180	221	239	136	190	175	195	269	310	94	570	35	15	15	15	53	.....	6	39
865	1049	1392	1432	667	1135	881	975	1100	1184	289	3109	107	35	45	33	186	60	64	70

LINCOLN.

41	60	67	69	28	61	35	19	46	48	.....	114	.....	.....	.....	.....	.....	.....	.....	.....
95	73	131	128	40	91	86	79	60	60	21	311	3	2	8	.....	.....	.....	.....	8
125	139	123	126	32	87	66	27	51	85	3	214	.....	.....	1	.....	.....	.....	.....	3
54	50	74	58	58	66	56	46	88	114	34	185	10	.....	.....	2	20	.....	40	.....
102	94	97	146	83	94	91	81	119	104	42	247	5	1	10	3	15	.....	.....	.....
44	51	106	108	43	84	56	60	49	39	.....	232	11	1	7	1	17	20	.....	12
97	125	113	111	13	116	96	106	138	172	21	270	36	7	.....	4	19	53	.....	.....
558	592	711	744	297	599	486	418	551	622	121	1573	65	11	26	10	71	73	40	23

WELLAND.

82	101	159	148	73	139	94	115	144	204	7	306	15	16	26	6	20	.....	45	.....
113	111	108	104	28	117	78	61	106	159	9	223	7	.....	3	.....	.....	.....	.....	2
52	68	88	54	9	95	59	18	63	166	37	184	4	.....	6	1	13	100	.....	40
116	75	128	164	52	109	99	61	102	198	13	258	11	13	23	7	22	69	24	79
107	148	179	186	88	129	117	157	237	263	31	377	19	3	11	.....	50	145	22	62
118	114	141	181	78	115	128	120	167	193	37	366	21	11	24	.....	14	44	10	26
67	58	71	74	31	62	56	58	63	65	10	187	.....	8	.....	.....	.....	19	.....	.....
67	59	88	35	31	62	47	32	46	65	35	121	9	3	3	.....	19	13	.....	1
722	734	957	946	390	828	678	622	928	1313	179	2022	86	54	96	14	138	390	101	210

HALDIMAND.

37	37	70	39	14	32	20	19	28	23	1	117	.....	.....	.....	.....	.....	.....	.....	.....
56	58	79	50	2	53	34	14	18	21	2	101	.....	.....	.....	.....	.....	.....	.....	.....
21	40	47	30	15	20	20	3	1	.....	.....	72	.....	.....	.....	.....	.....	25	.....	.....
7	5	7	4	3	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	78	92	80	18	82	52	42	67	31	8	192	.....	.....	1	.....	.....	9	.....	.....
47	59	56	39	29	57	43	37	18	10	6	108	1	.....	.....	.....	.....	.....	.....	.....
91	62	60	34	21	51	31	16	41	99	.....	115	.....	.....	.....	.....	.....	.....	.....	.....
114	125	140	91	29	131	65	54	55	135	2	260	5	2	1	.....	1	.....	.....	.....
71	57	90	96	27	66	34	11	12	10	4	115	.....	.....	.....	.....	.....	.....	.....	.....
505	521	641	463	158	504	299	196	240	329	23	1080	6	2	2	.....	1	34	.....	.....

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Charlotteville	2547	820	654	27	654	371	283	249	106	143	281	170	111	85	7
Houghton	1351	334	252	3	252	144	108	169	88	81	137	78	59	44	7 1/3
Middleton	974	448	365	14	365	204	161	141	81	60	142	78	64	47 1/2	8
Townsend	4093	1786	1379	31	1379	731	648	670	325	345	654	365	289	196 1/2	7 1/4
Walsingham	2449	735	587	12	587	334	253	277	133	144	380	230	150	91 1/2	6 1/3
Windham	2748	998	645	22	645	365	280	401	208	193	402	235	167	141	8 1/3
Woodhouse	3647	1059	714	19	714	425	289	378	212	166	392	232	160	102	9 1/4
	17809	6180	4596	128	4596	2574	2022	2285	1153	1132	2388	1388	1000	707 1/2	7 2/3

COUNTY OF

Blandford	1203	341	204	.....	204	109	95	61	27	34	37	19	18	49	8
Blenheim	4323	1587	845	10	845	465	380	432	221	211	457	281	176	146 1/2	7 1/3
Burford	3536	1179	836	14	836	449	387	471	228	243	481	265	216	153 1/3	7 1/3
Dereham	2839	868	650	15	650	347	303	325	166	159	297	169	128	92	7
Nissouri	1689	1401	594	20	594	323	271	336	177	159	291	166	125	128	8
Norwich	4483	1364	1152	34	1152	628	524	432	210	222	531	306	225	171	7 1/2
Oakland	721	238	253	2	253	138	115	142	68	74	159	92	67	42 1/2	8 1/3
Oxford, North	802	412	254	7	254	139	115	159	89	70	137	78	59	36 1/2	7 1/3
" East	2715	733	392	5	392	220	172	214	120	94	190	115	75	93 1/3	8 1/3
" West	2536	663	487	28	487	281	206	246	161	85	197	120	77	58	9 1/3
Zorra, East	2785	711	391	15	391	225	166	163	87	76	166	100	66	59 1/2	7 1/2
" West	3009	1233	710	26	710	397	313	427	232	195	413	232	181	127	9
	30641	10730	6768	176	6768	3721	3047	3408	1786	1622	3356	1943	1413	1157	7 5/7

COUNTY OF

Amaranth	335	135	56	.....	56	30	26	24	17	7	20	15	5	10	10
Arthur	1449	322	110	7	110	62	48	107	60	47	60	34	26	18	6
Bentinck and Glenelg	924 / 622	307	119	.....	119	63	56	.....	.....	.....	35	18	17	5	2 1/2
Derby and Sydenham	787 / 1478	352	221	.....	221	119	102	144	71	73	164	91	73	45 1/2	11 1/2
Eramosa	2150	633	448	7	448	304	184	202	116	86	188	108	80	57	11 1/3
Erin	3035	1047	562	19	562	323	239	277	147	130	287	169	118	104	8
Garafraxa	1661	404	171	.....	171	89	82	94	45	49	74	37	37	34	7
Guelph	4399	1370	651	26	651	401	250	328	207	121	332	228	104	88	11
Holland	683	244	72	.....	72	40	32	49	30	19	44	26	18	22	7 1/3
Nichol	2098	830	503	21	503	301	202	277	165	112	286	178	108	69 3/4	11 1/2
Peel and Maryborough	1966 / 586	360	121	2	121	57	64	86	37	49	46	29	17	24	6
Puslinch	3361	1181	692	20	692	395	297	303	166	137	423	252	171	117	9 3/4
Sullivan	436	111	69	.....	69	33	36	30	14	16	24	12	12	18	9
Waterloo	7759	2285	1747	21	1747	1044	703	638	359	279	976	605	371	216	8 2/3
Wellesley	3396	1251	511	5	511	298	213	120	73	47	242	137	105	72 1/3	7 1/3
Wilmot	4863	1523	845	28	845	492	353	230	142	88	591	369	222	139 1/2	7 1/3
Woolwich	3501	1008	464	11	464	248	216	145	80	65	283	176	107	76	8 1/2
	45489	13863	7402	167	7402	4299	3103	3054	1729	1325	4075	2484	1591	1116 1/4	8 1/2

for 1850.—Table B.—(*Continued.*)

NORFOLK.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.											
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
62	70	111	117	48	95	60	66	87	156	34	200	29	1	3	5	19	1	.....	.....
41	58	56	57	6	45	15	26	9	30	1	69	2	.....	.....	.....	.....	.....	.....	.....
70	60	57	52	16	30	21	26	37	34	.....	80	5	4	3	... ..	14	.....	.....	.....
193	247	205	238	84	292	152	90	194	210	48	486	1	.....	9	.....	49	19	9	3
76	81	75	62	54	77	91	59	62	126	11	183	8	9	22	3	19	12	9	12
97	122	123	177	66	119	83	62	99	172	19	303	5	5	4	1	14	.....	3	.....
83	107	163	123	37	153	94	73	99	324	39	262	11	.....	5	.....	68	122	.....	12
622	745	790	826	311	811	516	402	587	782	152	1583	61	19	46	9	183	154	21	27

OXFORD.

49	28	45	23	8	19	8	3	21	24	14	30	.....	1	1	.....	.....	.....	.....	.....
163	176	221	221	25	123	99	74	77	136	1	299	5	1	1	.....	41	. ....	8	.....
155	190	239	251	58	236	126	85	172	204	34	462	17	2	4	1	2	.....	22	8
145	143	118	115	12	107	49	42	65	87	2	272	2	.....	.....	.....	5	14	.....	4
98	129	147	137	.....	110	68	37	47	29	1	234	1	7	.....	.....	.....	.....	.....	.....
152	229	276	261	65	206	137	87	113	172	6	519	9	.....	6	.....	10	.....	.....	.....
47	43	40	107	13	39	39	21	39	46	6	115	1	.....	5	.....	2	.....	.....	1
46	50	67	93	6	36	34	15	25	24	4	120	2	.....	.....	.....	.....	30	.....	.....
68	79	80	56	13	91	47	41	90	158	30	157	.....	6	5	2	11	62	1	.....
95	108	97	92	37	120	70	54	78	85	4	117	11	.....	7	.....	34	.....	. ....	.....
69	74	127	98	4	66	44	27	54	55	4	168	2	.....	.....	. ....	.....	21	1	.....
145	140	169	190	40	127	87	46	84	68	4	356	16	5	.....	2	.....	.....	.....	.....
1232	1389	1626	1644	281	1280	808	531	865	1088	110	2949	66	22	29	5	105	127	32	13

WATERLOO.

.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....
32	29	17	18	13	32	9	2	4	3	1	45	.....	.....	.....	.....	.....	.....	.....	.....
9	4	7	1	.....	5	.....	.....	.....	1	2	25	.....	.....	.....	.....	.....	.....	.....	3
30	19	29	59	33	55	32	23	26	18	.....	114	1	.....	.....	.....	.....	44	.....	.....
71	59	86	91	27	63	48	70	47	88	7	182	14	5	5	7	8	.....	15	.....
113	136	147	96	45	117	58	51	38	64	.....	222	4	1	1	.....	.....	.....	.....	.....
26	28	47	51	15	28	10	5	6	4	.....	61	.....	.....	.....	.....	.....	.....	.....	.....
85	102	114	113	71	112	87	86	106	100	66	271	17	9	3	6	7	90	22	1
44	10	7	6	.....	2	.....	1	1	1	.....	9	. ....	1	.....	.....	.....	.....	.....	.....
74	92	115	115	43	141	83	53	107	103	45	246	10	16	4	3	13	130	.....	3
48	21	23	29	3	20	7	1	10	7	3	22	.....	.....	.....	.....	.....	.....	.....	.....
87	137	154	133	65	119	70	74	65	70	29	276	4	8	.....	.....	12	40	.....	.....
10	15	11	8	.....	2	.....	2	.....	.....	.....	15	.....	1	.....	.....	.....	.....	.....	.....
365	416	427	313	43	450	221	190	220	423	10	933	10	4	5	4	.....	491	1	.....
114	106	110	66	38	80	7	8	25	.....	.....	125	.....	.....	.....	.....	.....	.....	.....	.....
200	206	253	132	66	249	108	41	76	34	.....	551	4	.....	.....	.....	.....	135	... ..	.....
112	126	117	92	25	60	37	41	16	22	10	220	1	2	.....	1	.....	.....	.....	.....
1220	1506	1664	1323	487	1535	777	728	747	938	173	3327	65	47	18	21	40	930	38	7

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Adelaide	1615	575	407	4	407	234	173	217	115	102	198	118	80	85	8 1/3
Aldborough	997	205	192	1	192	107	85	157	89	68	34	18	16	39 1/4	6 3/4
Bayham	4030	1301	746	21	746	423	323	340	179	161	394	224	170	106	7
Carradoc	2390	1051	367	7	367	217	150	193	101	92	134	75	59	66	7
Delaware	1177	329	266	2	266	141	125	112	60	52	122	70	52	43	8
Dorchester	2175	1026	710	8	710	405	305	381	204	177	384	233	151	113 1/2	7
Dunwich	1652	551	331	5	331	181	150	136	81	55	72	45	27	57	7
Ekfrid	1091	627	342	2	342	198	144	178	102	76	148	90	58	58	7 1/4
Lobo	2161	1442	572	6	572	330	242	245	123	122	386	238	148	78	8
London	6094	2130	1368	31	1368	752	616	645	340	305	719	431	288	236	9
Malahide	6034	1296	1102	16	1102	650	452	413	198	215	541	316	225	126	8
Metcalfe	953	299	170	14	170	91	79	86	52	34	96	57	39	36	9
Mosa	1775	724	456	18	456	248	208	226	118	108	196	106	90	77	7 3/4
Southwold	4443	1350	988	9	988	564	424	444	240	204	490	300	190	164 1/2	9 1/6
Westminster	4525	1420	1130	41	1130	683	447	529	294	235	527	320	207	170	8
Williams	1748	522	237	2	237	145	92	166	102	64	155	91	64	48 1/2	8
Yarmouth	5748	2064	1317	21	1317	736	581	663	340	323	776	452	324	226 1/2	8
	48548	16912	10701	208	10701	6105	4596	5131	2738	2393	5372	3184	2188	2090 1/4	9 1/3

COUNTY OF

Ashfield	682	262	74	.....	74	44	30	50	31	19	60	29	31	27	9
Biddulph	1621	446	210	3	210	143	67	116	74	42	102	73	29	29 1/2	9 3/6
Colborne	847	280	74	.....	74	36	38	23	10	13	55	32	23	14	7
Goderich	2494	767	639	7	639	337	302	282	145	137	290	159	131	86	10 3/4
Hullet	524	109	38	1	38	21	17	28	16	12	28	17	11	12	12
McGillivray	1328	433	281	10	281	138	143	132	66	66	115	65	50	49 1/2	10
McKillop	696	384	153	21	153	98	55	100	57	43	94	60	34	33 1/2	11
Stanley	1489	440	234	4	234	145	89	160	90	70	160	90	70	43	8 3/5
Stephen	498	211	52	5	52	35	17	8	5	3	15	9	6	12	12
Tuckersmith	1400	477	187	.....	187	101	86	107	62	45	102	59	43	36	12
Usborne	874	150	64	.....	64	30	34	35	14	21	29	16	13	8	8
Wawanosh	422	197	59	.....	59	31	28	36	17	19	23	13	10	11	11
	12875	4156	2065	51	2065	1159	906	1077	587	490	1073	622	451	361 1/2	10 1/3

COUNTY OF

Blanchard	2562	587	260	.....	260	169	91	138	88	50	139	91	48	48	8
Downie	2395	909	429	15	429	265	164	219	124	95	237	142	95	54 1/2	7 3/4
Easthope, North	2080	696	234	18	234	145	89	171	106	65	156	104	52	62	9
" South	1450	377	194	2	194	114	80	73	41	32	154	88	66	42 1/2	8 1/2
Ellice	1319	222	83	3	83	56	27	74	54	20	60	42	18	14	7
Fullarton	1400	239	134	1	134	70	64	98	52	46	82	46	36	30	10
Logan	603	110	63	3	63	34	29	35	15	20	.....	.....	.....	4	4
	11809	3140	1397	42	1397	853	544	808	480	328	828	513	315	255	8 1/4

COUNTY OF

Kincardine	262	248	38	2	38	24	14	28	17	11	26	14	12	6	6

for 1850.—Table B.—(*Continued.*)

MIDDLESEX.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.											
First to lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phily.	Vocal Music.	Linear drawing.	Other Studies.
55	70	66	68	27	61	26	26	23	21	.....	130	1	.....	.....	.....	.....	.....	.....	.....
19	23	35	36	16	34	14	33	36	14	.....	53	2	6	4	.....	.....	.....	.....	.....
121	132	189	118	9	133	90	55	67	82	.....	286	6	2	.....	.....	.....	.....	.....	.....
63	95	82	68	30	61	23	16	59	73	4	130	9	.....	4	.....	1	86	.....	.....
67	66	48	41	26	45	47	20	41	61	5	117	11	5	1	2	.....	.....	.....	.....
80	130	174	134	47	115	76	71	61	169	14	269	3	3	8	2	6	.....	.....	1
48	58	58	114	16	46	46	30	60	17	18	129	3	.....	.....	.....	.....	.....	.....	.....
55	68	87	86	36	50	75	30	48	86	2	176	.....	.....	1	1	10	.....	.....	.....
68	72	124	141	84	133	92	87	102	151	64	285	3	3	5	.....	1	25	.....	3
223	309	368	403	135	368	245	225	312	306	96	685	16	16	14	5	77	30	61	.....
150	186	219	264	112	221	103	90	150	163	28	475	8	4	15	3	17	60	31	16
38	41	32	36	9	22	8	4	16	8	1	67	2	.....	.....	.....	.....	.....	.....	.....
81	106	129	71	16	68	30	36	51	108	.....	129	.....	.....	1	.....	.....	30	102	.....
103	127	193	161	57	112	123	98	91	189	37	395	15	7	9	2	8	.....	.....	.....
166	161	208	239	110	169	146	136	141	185	70	470	14	19	14	10	7	33	.....	7
31	33	49	42	46	30	29	58	108	51	62	136	.....	4	.....	.....	13	.....	.....	.....
184	233	253	319	161	245	171	179	195	249	63	585	15	17	16	.....	57	90	.....	43
1552	1910	2314	2241	837	1913	1344	1194	1561	1933	464	3917	108	86	92	25	197	354	194	70

HURON.

25	19	14	4	3	4	4	.....	2	.....	2	20	.....	.....	.....	.....	.....	.....	.....	.....
50	46	46	28	34	28	5	8	3	1	27	66	.....	.....	.....	.....	.....	.....	.....	.....
7	13	17	10	6	12	4	2	2	1	.....	32	.....	.....	.....	.....	.....	.....	.....	.....
84	92	88	82	89	99	28	78	92	89	70	217	6	.....	.....	.....	.....	.....	.....	.....
6	3	7	2	.....	5	6	2	7	4	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
38	64	52	41	.....	26	16	11	16	9	.....	27	.....	.....	.....	.....	.....	.....	.....	.....
31	28	46	25	7	36	21	19	20	4	2	49	1	.....	.....	.....	.....	.....	.....	.....
57	55	24	9	15	32	20	11	18	13	1	53	.....	.....	.....	.....	.....	.....	.....	.....
16	20	14	2	1	26	13	3	3	1	.....	33	.....	2	.....	2	.....	.....	.....	.....
24	20	47	51	17	37	29	21	41	18	34	112	.....	.....	.....	.....	.....	48	.....	.....
20	24	9	11	.....	14	10	9	6	3	.....	26	1	.....	.....	.....	.....	.....	.....	.....
10	9	8	7	14	6	1	8	16	16	16	20	1	.....	.....	.....	.....	.....	.....	.....
368	393	372	272	186	325	157	172	226	159	152	666	9	2	.....	2	.....	48	.....	.....

PERTH.

60	54	65	31	4	28	13	10	5	7	.....	81	.....	1	.....	.....	.....	.....	.....	.....
96	161	112	104	58	107	85	21	25	23	12	167	.....	5	2	.....	.....	.....	....	.....
52	44	61	29	45	38	31	47	43	50	17	123	.....	.....	.....	.....	.....	18	.....	.....
62	45	32	26	29	83	14	6	18	65	47	77	.....	.....	.....	.....	.....	.....	.....	.....
33	34	16	.....	.....	12	2	.....	.....	.....	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
23	35	41	14	5	16	6	2	6	1	.....	46	.....	.....	.....	.....	.....	.....	.....	.....
8	16	8	.....	.....	16	2	1	4	12	.....	20	.....	.....	.....	.....	.....	.....	.....	.....
334	389	335	204	141	300	153	87	101	158	76	538	.....	6	2	.....	.....	18	.....	.....

BRUCE.

8	9	12	7	.....	8	6	3	12	12	.....	14	....	.....	.....	.....	.....	.....	.....	.....

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Camden and Zone..	1274	434	359	13	359	182	177	165	78	87	135	72	63	62	7¾
Chatham.....	1304	317	223	6	223	139	84	129	77	52	133	84	49	48½	8
Dover, East & West	1598	225	100	.....	100	79	21	36	27	9	26	22	4	25	8⅓
Harwich.....	1902	538	312	14	312	177	135	154	89	65	183	112	71	67½	6¾
Howard.....	2465	826	595	2	595	296	299	297	138	159	355	169	186	83	7
Orford.....	1295	421	331	4	331	170	161	98	50	48	210	108	102	45	7½
Raleigh.....	1884	1214	801	36	801	417	384	585	291	294	614	316	298	126	9
Romney.....	173	92	79	.....	79	45	34	11	5	6	37	22	15	15	7½
Tilbury, East	657	174	87	.....	87	44	43	42	21	21	40	23	17	15½	5⅓
" West.....	515	181	28	.....	28	14	14	18	11	7	16	10	6	12	6
	13067.	4422	2915	75	2915	1563	1352	1535	787	748	1749	938	811	499½	7⅚

COUNTY OF

Anderton	774	101	70	7	70	40	30	40	24	16	34	21	13	21	10½
Colchester	2248	599	334	.....	334	173	161	178	88	90	203	109	94	62	7⅝
Gosfield	1150	614	295	.....	295	151	144	168	83	85	109	61	48	59½	8⅓
Maidstone.....	761	341	218	5	218	102	116	87	42	45	48	23	25	31	7¾
Malden	1552	713	329	.....	329	181	148	280	142	138	237	129	108	51	8½
Mersea	1014	549	354	.....	354	181	173	151	75	76	150	82	68	55	11
Rochester	619	251	95	2	95	56	39	79	50	29	56	31	25	23½	8
Sandwich.....	4174	1459	458	42	458	261	197	346	190	156	329	178	151	94½	10½
	12292	4627	2153	56	2153	1145	1008	1329	694	635	1166	634	532	397½	8⅚

COUNTY OF

Bosanquet.....	571	443	216	6	216	108	108	116	50	66	80	36	44	23½	11¾
Brooke	347	122	87	.....	87	47	40	34	18	16	21	11	10	21	7
Dawn	429	166	75	.....	75	32	43	54	25	29	24	15	9	12¾	6¼
Euphemia.....	1180	533	359	3	359	195	164	134	64	70	180	94	86	47	6¾
Moore	1247	365	175	17	175	93	82	135	69	66	127	74	53	50	10
Plympton	1097	393	207	2	207	103	104	152	81	71	133	72	61	47¾	7
Sarnia	1030	308	61	4	61	29	32	45	20	25	38	20	18	12	12
Sombra.....	971	484	213	.....	213	117	96	147	83	64	136	90	46	50	7
Warwick.....	1594	584	382	6	382	207	175	203	93	110	181	93	88	80½	8
	8466	3398	1775	38	1775	931	844	1020	503	517	920	505	415	342½	7¾

for 1850.—Table B.—(*Continued.*)

KENT.

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.											
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
57	96	79	84	25	43	26	15	10	14	.....	142	.....	.....	.....	.....	.....	.....	.....	.....
74	37	72	31	27	15	26	28	21	12	5	103	1	1	.....	.....	.....	.....	.....	13
26	28	33	13	1	10	6	7	1	1	1	49	.....	.....	.....	.....	.....	.....	.....	13
59	65	66	95	.....	65	29	21	33	9	1	154	.....	.....	.....	.....	.....	.....	.....	.....
88	107	125	143	48	115	87	44	65	56	41	250	9	1	4	.....	.....	.....	.....	.....
41	53	68	85	66	51	41	36	41	30	.....	158	4	4	8	.....	8	.....	.....	9
104	110	104	181	52	91	88	109	66	94	45	320	7	.....	.....	.....	.....	.....	7	33
14	11	17	5	.....	11	7	2	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....
8	12	16	24	14	16	14	11	9	4	.....	45	.....	1	1	1	.....	.....	.....	.....
4	6	8	7	3	7	.....	.....	.....	.....	1	12	.....	.....	.....	.....	.....	.....	.....	.....
475	525	588	668	236	424	324	273	246	220	94	1253	21	7	13	1	8	.....	7	68

ESSEX.

29	12	25	4	.....	16	9	4	3	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	1
71	65	71	47	8	31	32	12	17	24	.....	78	2	3	1	.....	.....	.....	.....	1
77	50	83	32	10	33	16	12	15	10	15	89	.....	.....	.....	1	.....	.....	.....	.....
19	21	33	21	10	32	4	9	3	9	.....	38	.....	.....	.....	.....	.....	.....	.....	.....
51	52	40	66	62	65	59	62	117	118	101	204	5	1	.....	.....	.....	.....	.....	.....
56	58	82	51	34	44	26	13	2	.....	.....	133	.....	.....	.....	.....	2	.....	.....	1
5	11	19	26	16	28	10	8	10	8	.....	36	.....	.....	.....	.....	.....	.....	.....	.....
71	96	96	69	45	95	25	39	41	28	8	142	2	.....	.....	.....	.....	10	.....	.....
379	365	449	316	185	344	181	169	208	197	124	760	9	4	1	1	2	10	.....	3

LAMBTON.

24	21	16	.....	.....	10	.....	.....	6	3	.....	24	.....	.....	.....	.....	.....	.....	.....	5
26	43	34	22	4	21	18	12	9	1	.....	43	.....	.....	.....	.....	.....	.....	.....	.....
26	25	13	7	.....	16	9	2	5	19	10	36	.....	.....	.....	.....	.....	.....	.....	.....
37	48	55	90	51	41	23	15	12	.....	.....	142	.....	.....	.....	.....	.....	.....	.....	.....
34	34	38	49	9	33	14	20	22	25	8	81	2	.....	.....	.....	.....	.....	.....	1
27	45	45	41	25	30	29	9	14	14	.....	100	.....	.....	.....	.....	.....	.....	.....	.....
4	6	5	7	9	8	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	44	28	36	26	27	12	14	8	7	6	113	6	.....	.....	.....	.....	.....	.....	.....
78	86	109	115	21	50	30	18	29	11	.....	131	2	.....	.....	.....	.....	.....	.....	.....
295	352	343	367	145	236	139	90	105	80	24	670	10	.....	.....	.....	.....	.....	.....	6

CITIES, TOWNS, AND INCORPORATED VILLAGES, IN U. CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total Number of			In Winter. Average attendance of			In Summer. Average attendance of			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Cities.															
Toronto	25166	6750	2466	58	2466	1606	860	994	642	352	1124	733	391	163	11⅔
Hamilton	10312	2553	950	40	950	668	282	436	311	125	389	288	101	72	12
Kingston	10097	2668	1171	421	1171	712	459	733	422	311	735	474	261	156	12
	45575	11971	4587	519	4587	2986	1601	2163	1375	788	2248	1495	753	391	11⅚
Towns.															
Belleville	3326	800	584	.....	584	322	262	362	188	174	358	186	172	53	10⅗
Brantford	2563	921	469	16	469	300	169	193	128	65	213	141	72	12	12
Brockville	2757	790	457	56	457	289	168	231	141	90	216	133	83	42½	10⅗
Bytown	6616	1314	698	222	698	460	238	481	294	187	529	346	183	106½	11⅚
Cobourg	3374	894	310	38	310	219	91	257	188	69	254	189	65	59	11¼
Cornwall	1506	356	233	51	233	127	106	136	71	65	122	71	51	46	11½
Dundas	2311	699	208	12	208	126	82	.....	.....	.....	160	97	63	12	12
Goderich	1191	203	126	.....	126	69	57	95	39	56	90	45	45	24	12
London	5124	1583	598	2	598	331	267	339	214	125	314	177	137	12	12
Niagara	3282	639	412	95	412	223	189	306	160	146	289	154	135	60	12
Peterborough	1800	483	200	15	200	127	73	107	61	46	92	54	38	24	12
Picton	1532	467	188	10	188	94	94	107	61	46	149	84	65	38½	9⅝
Port Hope	2082	559	184	10	184	134	50	121	90	31	121	90	31	46	11½
Prescott	1828	2048	247	21	247	158	89	164	112	52	163	108	55	46	11½
St. Catharines	3538	1026	454	52	454	266	188	245	129	116	253	136	117	60	10
	42830	12782	5368	600	5368	3245	2123	3144	1876	1268	3323	2011	1312	641	11¼
Villages.															
Chippewa	862	286	Other items included in the Townships of Stamford and Willoughby.												
Galt	1720	546	178	15	178	104	74	164	94	70	160	90	70	12	12
Oshawa	1106	262	226	8	226	146	80	110	70	40	95	62	33	22	11
Paris	1864	434	229	19	229	152	77	92	65	32	95	70	25	11½	11½
Richmond	422	80	50	.....	50	19	31	36	12	28	30	16	14	10	10
Thorold*	.....	334	332	31	332	192	140	102	56	46	132	84	48	35	11⅔
Woodstock	994	437	315	12	315	185	130	160	96	64	171	95	76	24	12
	6968	2379	1330	85	1330	798	532	673	393	280	683	417	266	114½	11½

* Population included in the Returns of the Township of Thorold.

for 1850.—Table B.—(*Continued.*)

TOTAL NUMBER OF PUPILS IN

Reading Classes.					Arithmetic.			Other Branches.										
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phil'y.	Vocal Music.	Linear drawing.	Other Studies.
584	471	452	322	212	323	310	316	743	1048	173	871	39	22	51	23	82	166	115	15
184	205	234	166	137	232	202	173	247	310	57	663	14	23	6	34	74	.....	.....	.....
129	132	146	191	49	178	64	70	143	107	46	308	28	12	3	2	.....	21	.....	.....
897	808	832	679	398	733	1176	559	1133	1465	276	1842	81	57	60	59	156	187	115	15
121	151	136	102	34	103	81	44	77	102	27	237	12	3	3	1	2	10	.....	.....
60	64	95	55	62	138	54	55	133	195	41	223	12	6	23	.....	23	.....	.....	62
116	97	107	108	24	123	104	74	104	100	50	252	17	11	2	3	7	.....	.....	15
102	98	182	121	105	152	106	96	206	125	100	412	29	26	13	17	200	317	37	30
45	57	83	53	69	48	72	53	76	79	30	178	8	7	5	4	20	20	.....	.....
19	42	24	32	57	28	26	19	31	22	7	90	6	1	.....	.....	4	.....	.....	1
60	39	29	35	44	47	16	9	55	200	40	100	10	.....	.....	.....	40	145	28	1
20	24	39	34	14	35	44	20	50	42	11	83	1	1	.....	.....	17	40	.....	1
146	123	109	122	98	334	177	87	329	598	136	410	30	.....	29	7	136	74	.....	98
88	90	91	52	47	96	59	41	148	75	63	208	3	.....	.....	3	20	.....	.....	.....
32	27	25	31	9	48	28	6	33	27	13	91	2	.....	1	.....	5	116	.....	.....
18	25	37	36	8	31	35	19	28	22	13	82	4	1	1	.....	2	.....	2	6
17	34	26	50	28	40	16	23	25	23	7	85	6	.....	4	2	.....	.....	.....	.....
44	33	90	40	29	43	25	45	31	31	32	111	8	.....	.....	.....	.....	.....	.....	.....
81	93	107	105	62	85	71	38	57	63	34	185	2	.....	3	1	6	.....	.....	35
969	997	1180	976	690	1351	914	629	1383	1704	609	2847	150	56	84	38	482	722	67	249
17	33	39	31	15	50	20	34	58	160	.....	120	6	6	8	6	160	160	120	.....
6	8	10	15	18	18	16	10	18	26	15	30	8	.....	.....	.....	.....	.....	.....	.....
34	72	63	54	6	22	23	32	44	44	.....	106	12	8	1	6	7	.....	.....	.....
16	10	6	3	.....	12	3	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
50	52	62	62	28	72	38	21	52	86	18	113	1	1	1	.....	8	.....	.....	11
63	76	84	99	56	58	65	117	141	218	56	223	13	14	17	8	82	214	170	28
186	251	264	264	123	232	165	214	313	534	89	604	40	29	27	20	257	374	290	39

PART II.—Statistical School Report

COUNTIES, CITIES, TOWNS, AND VILLAGES IN UPPER CANADA.	Adult Population.	School Population and Pupils.												Time Open.	
		Number of Children between the ages of 5 and 16 years.	Number of Pupils of all ages on the Roll.	Number of Indigent or non-paying Pupils.	Total number of			In Summer.			In Winter.			Total No. of months during which the Schools have been kept open by qualified Teachers.	Average No. of months each School has been so kept open.
								Average attendance of							
					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
Stormont	11030	3832	2292	65	2292	1218	1074	1308	690	618	1105	616	489	485 3/4	8 2/3
Dundas	11739	5032	2567	51	2567	1382	1185	1404	738	666	1302	756	546	527	9 1/12
Glengarry	15920	5304	2497	109	2497	1515	982	1504	925	579	1466	927	539	376	9 1/4
Prescott	9487	2969	1543	149	1543	857	686	673	353	320	760	430	330	365 1/4	10 1/4
Russell	1847	443	240	9	240	116	124	151	73	28	107	50	57	66	7
Carleton	19730	6543	3398	13	3398	1827	1571	1593	834	759	1721	972	749	719	9 3/4
Leeds	24446	8454	5798	194	5798	3088	2710	2846	1438	1408	3009	1737	1272	1174 5/6	9
Grenville	15408	5830	3735	55	3735	2032	1703	1944	1003	941	1939	1105	834	712 1/3	8 1/2
Lanark	20805	7123	4596	58	4596	2550	2046	2276	1295	981	2248	1302	946	994 1/6	10 1/6
Renfrew	9186	1727	1312	22	1312	717	595	707	391	318	731	428	303	255	10 3/4
Frontenac	15701	5473	3400	98	3400	1896	1504	1558	854	704	1618	957	661	658	9 1/4
Lennox	6412	2268	1725	101	1725	923	802	922	479	443	894	519	375	327	8
Addington	3033	5033	3384	65	3384	1882	1502	1743	947	796	1631	1008	623	622	9
Hastings	20128	7874	4532	94	3532	2434	2098	2509	1328	1181	2570	1476	1094	923 1/2	8 1/2
Prince Edward	17045	5575	4667	162	4667	2555	2112	2180	1128	1052	2582	1526	1056	873	9
Northumberland	23809	7757	4686	109	4686	2556	2130	2298	1133	1165	2366	1398	968	915 1/2	8 1/3
Durham	25168	7835	4386	109	4386	2509	1877	2113	1155	958	2351	1469	882	832 1/4	10 1/6
Peterborough	20272	7204	4362	137	4362	2406	1956	2204	1187	1017	2153	1212	941	711	8
York—N. Riding	19751	6188	2858	72	2858	2147	1711	1640	929	711	1842	1082	760	674 1/2	8
" S. "	23615	8149	4626	127	4626	2720	1906	2369	1327	1042	2575	1563	1012	775 3/4	10 1/6
" E. "	23974	7603	4395	93	4395	2513	1882	2479	1231	1248	2666	1600	1066	778 1/2	10 1/4
" W. "	19995	7992	4104	112	4104	2487	1617	2392	1406	986	2970	1891	1079	830	10 1/4
Simcoe	25212	8727	4841	149	4841	2669	2172	2549	1383	1166	2628	1517	1111	965 1/2	9 1/6
Wentworth	21549	5796	3328	48	3328	1881	1447	1780	951	829	1984	1198	786	634	10 1/2
Halton	36900	10534	6325	177	6325	3637	2688	3405	1872	1533	3868	2315	1553	1108	10
Lincoln	14987	4392	3429	114	3429	1881	1548	1639	874	765	1589	962	627	508	7 3/4
Welland	15611	4883	4203	108	4203	2455	1748	1769	959	810	2176	1302	874	606 1/2	7 5/6
Haldimand	14749	4410	2567	30	2567	1462	1105	1212	683	529	1411	842	569	431 1/2	8 1/3
Norfolk	17809	6180	4596	128	4596	2574	2022	2285	1153	1132	2388	1388	1000	707 1/2	7 3/4
Oxford	30641	10730	6768	176	6768	3721	3047	3408	1786	1622	3356	1943	1413	1157	7 2/3
Waterloo	45489	13363	7402	167	7402	4299	3103	3054	1729	1325	4075	2484	1591	1116 1/4	8 1/2
Middlesex	48548	16912	10701	208	10701	6105	4596	5131	2738	2393	5372	3184	2188	3090 1/4	9 1/3
Huron	12875	4156	2065	51	2065	1159	906	1077	587	490	1073	622	451	361 1/2	10 1/3
Perth	11809	3140	1397	42	1397	853	544	808	480	328	828	513	315	255	8 1/4
Bruce	376	248	38	2	38	24	14	28	17	11	26	14	12	6	6
Kent	13067	4422	2915	75	2915	1563	1352	1535	787	748	1749	938	811	499 1/2	7 1/6
Essex	12292	4627	2153	56	2153	1145	1008	1329	694	635	1166	634	532	397 1/2	8 5/6
Lambton	8466	3398	1775	38	1775	931	844	1020	503	517	920	505	415	342 1/2	7 1/4
Cities in U. C.	45575	11971	4587	519	4587	2986	1601	2163	1375	788	2248	1495	753	391	11 5/6
Towns in do.	42830	12782	5368	600	5368	3245	2123	3144	1876	1268	3323	2011	1312	641	11 1/4
Villages in do.	6968	2379	1330	85	1330	798	532	673	593	280	683	417	266	114 1/2	11 1/2
Total, 1850	813485	259258	151891	4777	151891	85718	66173	76824	41784	35040	81469	48308	33161	27131 1/4	9 1/11
" 1849		253364	137633	6742	138465	76536	61929	72204	39382	32822	78366	46402	31964	25401 2/3	9 1/3
Difference		5894 Increase.	14258	1965 Dec.	13426	9182	4244	4620	2402	2218	3103	1906	1197	1729 7/12	1/4 Dec.
								Increase.							

for 1850.—General Abstract—Table B.

Total Number of Pupils in

Reading Classes.					Arithmetic.			Other Branches.											
First or lowest Class.	Second or next to lowest Class.	Third or third lowest Class.	Fourth or next to highest Class.	Fifth or highest Class.	First four Rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Phily.	Vocal Music.	Linear drawing.	Other Studies.
399	410	445	422	221	285	251	237	280	193	15	882	22	10	6	5	20	20	2	70
459	498	571	319	99	371	249	255	229	236	35	1010	17	4	16	7	19	30	1	1
448	453	607	445	308	345	321	319	361	197	52	1087	53	22	4	43	20	60	1	27
252	238	286	271	124	251	177	206	169	161	56	676	25	13	13	4	10	.....	2	6
69	39	77	36	7	36	32	12	34	48	4	98	.....	.....	.....	.....	.....	22	.....	.....
563	597	747	608	327	453	314	290	227	130	11	1287	10	7	1	5	8	96	.....	.....
908	972	1194	1080	530	874	620	630	556	397	91	2472	42	7	14	14	19	6	.....	6
567	634	736	776	415	615	429	415	458	356	158	1541	47	10	12	8	5	61	.....	.....
673	778	1112	1052	381	733	523	598	607	399	66	2049	49	57	21	34	18	280	15	13
218	266	320	266	92	226	129	125	157	163	10	516	17	9	5	9	21	73	4	8
503	575	688	630	279	498	322	292	361	243	89	1104	30	11	9	8	14	97	5	4
311	300	315	313	203	308	196	226	281	271	73	675	33	2	24	8	54	.....	.....	38
463	535	685	677	337	492	380	389	468	404	129	1303	60	16	47	35	55	105	2	.....
753	923	1186	807	306	766	529	463	555	588	184	1722	81	9	17	12	81	214	64	77
599	589	904	907	378	743	545	509	637	709	153	1966	46	28	33	7	69	81	26	36
722	896	894	790	510	814	534	401	426	487	148	1957	27	6	17	40	66	279	... ..	45
646	743	932	864	439	777	511	514	453	471	83	1869	25	26	21	21	4	100	6	48
819	796	799	669	422	570	413	303	187	117	53	1447	13	16	3	7	10	79	.....	.....
645	751	857	634	414	685	442	342	322	220	45	1729	38	19	3	4	36	191	6	17
752	720	898	724	451	698	556	513	701	869	142	1837	100	46	37	33	30	120	.....	13
592	741	904	781	424	712	578	551	553	955	285	1912	51	20	14	15	58	300	61	30
649	907	951	702	431	733	551	579	513	553	118	1722	21	59	15	47	28	.....	.....	20
736	968	1086	887	398	807	466	439	418	340	53	1941	18	13	15	4	31	.....	12	14
518	664	831	642	240	613	459	455	482	469	70	1711	58	41	16	10	49	50	.....	9
865	1049	1392	1432	667	1135	881	975	1100	1184	289	3109	107	35	45	33	186	60	64	70
558	592	711	744	297	599	486	418	551	622	121	1573	65	11	26	10	71	73	40	23
722	734	957	946	390	828	678	622	928	1313	179	2022	86	54	96	14	138	390	101	210
505	521	641	463	158	504	299	196	240	329	23	1080	6	2	2	.....	1	34	....t.	.....
622	745	790	826	311	811	516	402	587	782	152	1583	61	19	46	9	183	154	21	27
1232	1389	1626	1644	281	1280	808	531	865	1088	110	2949	66	22	29	5	105	127	32	13
1220	1506	1664	1323	487	1535	777	728	747	938	173	3327	65	47	18	21	40	930	38	7
1552	1910	2314	2241	837	1913	1344	1194	1561	1933	464	3917	108	86	92	25	197	354	194	70
368	393	372	272	186	325	157	172	226	159	152	666	9	2	.....	2	.....	48	.....	.....
334	389	335	204	141	300	153	87	101	158	76	538	.....	6	2	.....	.....	18	.....	.....
8	9	12	7	.....	8	6	3	12	2	.... .	14	.....	.....	.....	.... .	.....	.....	.....	.....
475	525	588	668	236	424	324	273	246	220	94	1253	21	7	13	1	8	.....	7	68
379	365	449	316	185	344	181	169	208	197	124	760	9	4	1	1	2	10	.....	3
295	352	343	367	145	236	139	90	105	80	24	670	10	.....	.....	.....	.....	.....	.....	6
897	808	832	679	398	733	1176	559	1133	1465	276	1842	81	57	60	59	156	187	115	15
969	997	1180	976	690	1351	914	629	1383	1704	609	2847	150	56	84	38	482	722	67	249
186	251	264	266	123	232	165	214	313	534	89	604	40	29	27	20	257	374	290	39
21551	27537	31805	27871	13268	25963	18540	16325	19741	21584	5078	63267	767	888	904	618	2551	5745	1176	1228
21584	24225	28456	25944	13624	22152	16403	14522	17740	16893	4199	57209	1537	800	588	169	435	1182	338	3572
2967	3312	3349	1930	356	3611	2137	1803	2001	4791	879	6058	770	88	316	449	2116	4563	838	2344
Increase.				Dec.	Increase.							Dec.	Increase.						Dec.

PART II.—STATISTICAL

TABLE C.—Kind of Text Books used

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind of Books used in the																		
	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Dabell's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Cornwall	14	22	2	...	18	1	...	...	...	...	18	...	2	...	...	14	1	...	...
Finch	4	4	1	...	...	5	...	1	...	...	5	...	...	...	...	4	...	...	...
Osnabruck	7	18	3	...	16	12	...	...	...	4	9	7	1	4	...	14	2	...	...
Roxborough	4	8	1	...	6	5	...	2	1	1	3	...	1	...	1	1	...	..	...
	29	52	7	...	40	23	...	3	1	5	35	7	4	4	1	33	3	...	...

COUNTY OF

Matilda	10	15	2	...	6	9	...	...	...	...	3	10	1	...	1	8	1	...	2
Mountain	9	11	...	...	...	11	...	...	...	...	7	...	1	...	2	6	...	...	1
Williamsburgh	11	20	...	...	11	8	...	...	1	...	5	10	...	...	1	8	3	...	1
Winchester	8	8	...	2	2	3	...	1	2	...	2	...	...	...	...	...	...	...	...
	38	54	2	2	19	31	...	1	3	...	17	20	2	...	4	22	4	...	4

COUNTY OF

Charlottenburgh	10	13	5	...	5	4	...	5	...	1	10	...	...	2	2	4	...	1	1
Kenyon	5	13	1	...	10	3	...	2	...	...	5	...	...	...	2	...	...	...	...
Lancaster	8	11	7	1	7	11	...	4	...	2	12	...	...	...	1	4	1	...	1
Lochiel	10	9	3	2	7	1	...	2	2	...	9	...	1	1	1	5	1	...	...
	33	46	16	3	29	19	...	13	2	3	36	...	1	3	6	13	2	1	2

COUNTY OF

Alfred	1	2	1	...	...	3	...	...	...	...	1	...	1	...	...	2	...	...	...
Caledonia	3	4	...	...	1	3	...	1	...	...	2	...	1	...	...	1	...	...	1
Hawkesbury, E.	5	8	...	...	6	3	...	...	...	1	6	...	...	...	...	3	...	...	...
" W.	4	9	1	...	7	2	...	...	...	...	7	...	...	...	...	6	...	...	...
Longueuil	3	5	...	...	2	3	...	...	...	...	4	...	...	...	...	4	...	...	...
Plantagenet, N.	1	3	...	...	...	3	...	...	...	...	1	...	...	...	1	..	...	...	...
" S.	1	1	...	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...
	18	32	2	...	16	18	...	1	...	1	21	...	3	...	1	16	...	...	1

COUNTY OF

Clarence	2	2	1	...	1	1	...	1	1	...	2	...	...	...	...	1	...	...	1
Cumberland	4	3	2	...	2	3	...	...	...	1	1	...	1	...	1	1	..	1	...
Russell	3	1	2	...	...	2	...	...	1	...	1	...	1	...	...	...	...	...	...
	9	6	5	...	3	6	...	1	2	1	4	...	2	...	1	2	...	1	1

SCHOOL REPORT FOR 1850.

in the Schools—Modes of Instruction.

STORMONT.

Schools of Upper Canada.																				
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.					Modes of Instruction.		
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	6	22	...
...	...	2	...	...	3	..	...	...	1	...	...	...	...	...	...	...	...	2	4	...
3	...	...	...	1	1	1	1	1	...	2	1	1	...	...	...	...	3	...	19	1
...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	1	3	8	...
3	...	2	1	3	5	1	1	1	1	2	1	1	...	...	...	...	5	11	53	1

DUNDAS.

...	...	...	1	2	2	...	...	...	...	1	1	1	3	...	...	...	...	1	15	1
11	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...
...	...	...	1	2	5	1	3	...	...	5	1	2	...	...	...	...	3	...	19	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1
11	...	...	2	6	7	1	3	...	...	6	2	3	3	...	...	...	3	1	50	2

GLENGARRY.

...	...	...	...	...	1	3	2	...	...	1	3	...	...	...	2	...	...	...	19	...
...	...	...	1	2	...	3	1	...	1	...	1	...	...	...	..	...	...	6	11	1
1	...	1	...	3	3	4	3	...	...	...	...	1	...	...	...	...	2	...	14	...
...	...	1	1	1	2	3	2	1	...	1	2	...	1	...	...	...	1	3	8	1
1	...	2	2	6	6	13	8	1	1	2	6	1	1	...	2	...	3	9	52	2

PRESCOTT.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	...	3	...	...	...	...	...	...	...	...	...	..	...	...	...	...	4	...
...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...
...	...	...	...	6	2	2	1	1	...	1	...	...	...	...	...	...	...	...	9	...
...	...	...	...	3	1	2	1	...	1	1	2	...	2	...	...	...	...	...	5	...
...	..	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	4	...
...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	...	...	13	4	5	2	1	1	2	3	...	2	...	...	...	...	1	33	...

RUSSELL.

...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
2	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	..	4	...
1	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	2	2	...
3	...	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	2	8	...

PART II.—Statistical School Report

COUNTY OF

KIND OF BOOKS USED IN THE

TOWNSHIPS IN U. CANADA.	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Dabell's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Fitzroy	6	7	1	...	3	3	...	...	...	1	3	...	1	1	3	2	...	...	...
Gloucester	8	8	5	...	4	5	...	1	1	2	5	...	3	...	1	2	2	...	2
Goulbourn	9	5	5	...	5	4	...	...	2	1	3	...	...	...	...	...	...	...	...
Gower, North	8	6	4	...	3	5	...	...	...	..	3	...	...	...	...	1	1	...	...
Huntley	4	2	4	...	..	5	...	...	...	...	1	...	3	...	...	...	...	...	...
March (1849)	3	...	1	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Marlborough	6	5	5	...	...	8	...	...	...	...	4	1	...	...	...	1	...	...	...
Nepean	8	9	4	1	...	11	...	...	...	...	6	...	1	...	3	...	...	...	1
Osgoode	8	8	2	...	4	7	...	1	1	1	5	...	2	...	1	2	...	...	1
Torbolton (1849)	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
	60	51	31	1	20	51	...	2	4	5	30	1	10	1	8	8	3	...	4

COUNTY OF

Bastard	11	16	3	...	12	5	...	...	...	...	1	14	...	...	...	12	..	...	...
Burgess, South	1	1	...	..	1	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Crosby, North	5	6	...	...	5	1	...	...	...	...	..	4	1	...	...	3	...	...	...
" South	3	7	...	...	6	...	...	...	1	...	...	6	...	...	...	5	...	...	...
Elizabethtown	12	28	4	...	19	12	...	...	...	3	10	15	...	...	...	20	1	...	...
Elmsley, South	6	2	3	1	3	3	...	...	...	...	2	...	...	...	1	...	...	...	...
Escott	4	6	2	2	2	5	...	...	...	1	...	4	2	...	...	5	...	...	...
Kitley	12	15	3	...	10	4	...	1	1	4	3	4	1	...	3	7	...	...	1
Lansdowne, Front	7	8	1	1	4	6	...	...	...	...	...	2	1	...	...	3	...	...	1
Leeds, Front	3	6	...	1	2	5	...	...	...	1	3	1	...	...	1	3	...	1	...
Leeds & Lansdowne, Rear	7	7	4	1	6	5	...	...	1	3	1	3	...	...	...	3	...	...	1
Yonge	9	19	3	...	14	9	...	...	...	1	1	17	...	...	2	15	...	...	...
	80	121	23	6	84	55	...	1	3	13	21	70	5	...	7	76	1	1	3

COUNTY OF

Augusta	18	20	2	...	6	15	...	...	...	...	4	13	1	...	1	14	...	...	...
Edwardsburgh	17	16	4	...	6	13	...	...	...	2	5	6	...	...	1	10	...	...	...
Gower, South	4	4	...	...	...	4	...	...	...	...	1	2	...	...	...	2	...	...	...
Oxford	18	14	9	1	2	20	...	...	...	...	12	3	4	...	3	8	2	1	...
Wolford	11	12	5	...	5	11	...	...	...	...	4	5	3	...	...	9	...	1	...
	68	66	20	1	19	63	...	...	...	2	26	29	8	...	5	43	2	2	...

COUNTY OF

Bathurst	6	9	...	...	5	4	...	5	3	1	9	...	1	...	...	3	...	...	2
Beckwith	8	11	...	...	3	3	...	5	...	1	10	...	...	...	...	6	...	...	1
Burgess, North	3	2	...	1	3	...	...	...	...	...	3	...	...	...	...	3	...	...	...
Dalhousie & Levant	6	7	...	2	5	...	...	3	1	2	2	...	...	...	1	2	...	...	...
Darling	3	3	...	...	3	1	...	...	..	1	...	...	...	...	...	1	...	...	1
Drummond	10	12	...	1	5	7	...	5	1	1	8	...	1	...	1	6	...	1	2
Elmsley, North	6	6	1	1	4	4	...	1	...	...	7	...	1	...	...	2	...	...	2
Lanark	8	11	...	...	8	4	...	4	...	4	8	...	...	...	1	8	...	...	...
Montague	10	11	3	1	3	9	...	1	1	...	12	...	...	...	...	9	...	...	...
Ramsay	11	14	...	..	12	3	...	5	1	4	10	...	1	...	2	11	...	...	1
Sherbrooke, N.	3	3	...	...	3	...	...	...	...	2	1	...	...	...	...	1	...	...	...
Sherbrooke, S.	1	1	...	...	1	1	...	1	...	...	...	...	...	..	...	...	...	...	...
	75	90	4	6	55	36	...	30	7	16	70	...	4	...	5	52	...	1	9

for 1850.—Table C.—(*Continued.*)

CARLETON.

Schools of Upper Canada.																				
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.					Modes of Instruction.		
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
3	...	2	...	...	1	...	2	...	...	...	1	...	...	...	...	...	2	6	6	...
4	...	...	...	...	1	1	...	...	...	1	...	...	...	...	...	...	1	3	9	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	9	...
5	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	7	12	...
...	...	...	...	...	...	...	..	...	...	...	...	..	...	...	...	...	..	...	6	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	3	...
2	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	8	8	...
2	...	2	...	...	...	1	1	2	...	1	1	...	...	...	...	...	1	4	8	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	9	...
																		...	1	...
16	...	4	...	1	3	2	5	2	...	2	2	...	...	...	...	...	7	39	71	...

LEEDS.

...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	3	16	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1
3	...	...	1	7	3	1	...	...	...	...	...	..	1	...	...	...	..	...	5	...
3	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	3	28	2
5	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	6	1
2	...	...	...	...	4	1	2	...	...	2	1	1	...	...	1	...	...	4	7	...
...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	...
...	...	...	...	3	1	...	...	...	...	...	...	...	...	...	...	...	..	1	6	...
2	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	1	6	...
1	...	1	...	5	7	...	4	...	...	4	2	1	...	...	1	...	...	...	20	4
16	...	3	2	23	20	3	7	...	...	6	3	2	1	..	2	...	1	15	125	9

GRENVILLE.

7	...	...	2	6	4	...	2	...	...	6	1	...	...	..	...	...	...	4	22	...
1	...	3	...	5	...	3	...	1	1	...	1	...	...	...	...	..	...	1	19	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	3	...
1	...	...	...	2	2	1	...	1	...	...	...	...	...	...	...	...	...	1	18	...
...	...	...	...	3	2	2	2	...	...	1	...	2	...	...	...	...	...	5	16	1
9	...	3	2	16	8	6	4	2	1	7	2	2	...	...	...	...	...	11	78	1

LANARK.

...	...	...	...	...	2	1	2	1	1	...	1	...	...	...	...	...	...	..	10	...
1	...	...	1	2	7	...	7	...	1	...	1	...	...	...	1	1	...	...	11	...
...	...	...	...	3	...	...	3	...	3	...	3	...	...	...	...	...	...	...	3	1
1	...	...	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	7	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	...	2	3	1	3	.	...	1	2	...	...	...	1	...	...	...	12	...
1	...	1	...	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	7	...
...	...	1	1	1	4	1	2	1	...	2	1	...	...	...	...	...	...	...	10	3
2	...	...	...	3	1	...	1	...	...	...	...	...	...	...	...	...	...	4	12	1
2	...	...	...	...	2	1	5	...	...	1	...	3	...	...	...	...	...	1	14	2
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...

PART II.—Statistical School Report

COUNTY OF

Kind of Books used in the

TOWNSHIPS IN U. CANADA.	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Daboll's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Admaston	1	2	...	...	...	...	...	2	1	...	1	...	...	...	...	...	...	...	1
Bagot	1	1	...	...	2	...	...	1	...	...	1	...	1	...	...	2	...	...	...
Bromley	2	3	...	...	...	...	...	2	1	...	3	...	...	...	...	...	...	...	...
Horton	2	2	...	1	2	...	...	...	1	1	2	...	...	...	...	2	...	...	1
McNab	3	3	...	...	3	...	...	...	...	1	2	...	...	...	...	2	...	...	...
Packenham	5	5	...	...	1	1	...	2	1	...	4	...	...	...	...	3	...	...	...
Pembroke	1	2	...	...	2	...	...	...	...	1	1	...	...	...	1	1	...	...	...
Ross	1	1	...	...	1	...	...	...	...	1	...	...	...	...	1	...	...	...	...
Westmeath and Stafford	4	3	1	...	1	1	...	1	...	...	1	1	...	...	...	2	...	...	...
	20	22	1	1	12	2	...	8	4	4	15	2	1	...	2	12	...	...	2

COUNTY OF

Bedford	2	2	...	...	...	2	...	...	...	...	1	...	1	...	...	...	...	...	...
Kingston	20	18	3	...	5	14	...	...	2	1	1	15	2	...	...	6	7	...	3
Loughborough	10	7	3	...	...	9	...	...	...	...	1	5	1	...	...	7	...	...	...
Pittsburgh	9	11	...	...	1	9	...	...	1	1	6	...	2	...	1	1	1	...	1
Portland and Hinchinbrooke	13	10	2	...	5	9	...	...	...	...	...	9	...	...	...	6	...	...	2
Storrington	8	6	2	...	5	2	...	...	1	...	5	2	1	...	...	5	2	...	1
Wolfe Island	5	7	...	...	2	3	...	...	...	1	3	...	...	...	2	3	...	...	1
	67	61	10	...	18	48	...	...	4	3	17	31	7	...	3	28	10	...	8

COUNTY OF

Adolphustown	6	6	...	...	...	6	...	...	...	...	...	4	2	...	...	4	1	...	1
Fredricksburgh	13	16	2	...	6	11	...	...	2	...	...	14	1	1	...	10	6	...	1
Richmond	15	18	...	1	5	11	...	...	1	1	3	3	...	...	...	10	...	1	2
	34	40	2	1	11	28	...	...	3	1	3	21	3	1	...	24	7	1	4

COUNTY OF

Amherst Island	...	5	...	...	...	5	...	...	...	3	1	1	...	...	...	1	1	...	...
Camden, East	29	32	5	...	26	6	...	...	...	1	1	15	5	...	2	12	3	...	2
Ernestown	19	22	3	...	8	13	...	...	...	...	1	21	...	...	...	13	9	...	...
Sheffield	5	5	3	...	...	4	1	...	...	...	...	...	2	...	1	...	...	...	1
	53	64	11	...	34	28	1	...	...	4	3	37	7	...	3	26	13	...	3

COUNTY OF

Hungerford	5	10	...	...	6	1	...	...	...	2	2	1	...	...	...	2	...	...	...
Huntingdon	7	9	1	2	7	1	1	...	1	1	1	1	...	...	...	3	...	...	...
Madoc & Elzevir	6	9	2	...	8	1	...	...	...	1	3	2	1	...	...	4	...	...	...
Marmora	3	3	...	...	3	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Rawdon	10	9	12	1	13	7	...	...	1	1	...	10	2	...	...	4	3	...	...
Sidney	6	16	1	...	19	...	...	...	...	2	...	15	...	1	1	11	8	...	...
Thurlow	18	19	3	...	20	1	...	...	...	1	3	17	...	...	...	18	1	...	1
Tyendinaga	12	23	...	...	23	...	...	...	...	...	...	23	...	...	...	20	3	...	...

for 1850.—Table C.—(*Continued.*)

RENFREW.

Schools of Upper Canada.																				
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.					Modes of Instruction.		
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	...	1	1	1	1	...	1	1	...	1	...	...	1	...	1	...	3	...
...	...	1	...	1	2	...	2	...	1	...	2	...	...	...	...	...	2	...	5	1
...	...	...	...	1	2	...	...	...	...	...	...	2	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	1	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	4	...
...	...	2	...	4	5	1	3	...	2	1	2	3	1	...	1	...	3	5	25	1

FRONTENAC.

...	...	..	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	...	7	2	2	...	...	1	1	...	...	...	...	...	...	..	4	20	3
...	...	...	...	3	1	1	...	1	2	...	2	1	...	2	...	...	1	1	9	...
...	...	2	2	4	2	1	2	...	...	...	...	...	...	...	...	...	...	...	11	...
13	...	...	...	3	1	...	...	...	...	...	...	...	...	...	...	...	...	1	12	...
...	...	...	...	...	...	8	...	...	...	...	..	...	...	...	...	...	8	...	8	...
...	...	1	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	7	...
13	...	3	2	17	8	12	3	1	3	1	2	1	...	2	...	...	9	6	69	3

LENNOX.

...	...	...	...	4	2	...	...	...	...	2	...	...	1	...	...	...	...	2	6	...
...	...	2	...	2	4	...	...	...	1	2	...	2	3	...	...	...	2	...	12	...
...	...	17	...	3	1	1	...	...	...	2	...	...	...	...	...	...	...	1	16	...
...	...	19	...	9	7	1	...	...	1	6	...	2	4	...	...	...	2	3	34	...

ADDINGTON.

1	...	1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	5	...
...	...	12	...	8	6	...	1	1	...	5	3	...	...	...	...	...	15	1	29	1
...	...	...	...	3	6	1	1	1	3	1	...	1	4	...	...	...	1	3	20	3
...	...	2	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	6	6	...
1	...	15	...	11	13	2	2	2	3	6	3	1	4	...	...	...	16	10	60	4

HASTINGS.

...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	10	...
...	...	2	..	1	1	...	...	1	...	1	...	1	...	...	...	...	2	4	11	3
...	...	...	...	3	...	...	...	...	...	...	...	1	...	...	...	...	...	...	11	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	4	6	1	...	...	...	...	...	...	1	...	...	...	...	...	4	13	2
...	...	7	...	9	7	...	3	...	...	1	...	...	...	...	...	...	...	3	20	4
...	...	5	...	6	2	2	1	...	1	2	1	...	...	...	...	...	1	1	21	...
...	...	...	...	2	12	...	1	2	...	2	2	...	...	...	...	...	...	2	20	2
...	...	17	4	25	23	2	5	3	1	4	3	3	...	...	...	...	3	15	109	11

PART II.—STATISTICAL SCHOOL REPORT

COUNTY OF

KIND OF BOOKS USED IN THE

TOWNSHIPS IN U. CANADA.	Bible and Testament.	READERS.			ARITHMETICS.					GRAMMARS.					GEOGRAPHIES.				
		National.	English.	Various.	National.	Walkingame's.	Daboll's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Ameliasburgh ...	7	19	...	..	12	8	...	...	7	1	...	14	1	1	1	10	7	...	...
Athol.....	3	10	4	...	1	6	...	...	4	1	2	8	...	...	...	9	2	...	...
Hallowell.....	1	14	...	...	4	6	...	...	4	...	...	12	1	...	...	13	...	...	...
Hillier.....	5	17	...	...	6	15	...	...	2	4	...	14	...	...	1	16	2	...	...
Marysburgh	6	19	1	...	6	14	...	...	3	..	6	10	3	...	...	10	6	...	...
Sophiasburgh ...	4	16	2	1	3	6	...	...	8	...	...	14	...	1	1	13	3	...	...
	26	95	7	1	32	65	...	...	28	6	8	72	5	2	3	71	20	...	...

COUNTY OF

Alnwick	1	1	1	...	...	2	...	...	...	...	...	...	1	...	...	...	...	...	1
Cramahé.....	19	10	12	...	2	20	...	...	...	...	...	17	1	...	...	16	1	...	1
Haldimand.....	21	13	7	1	8	11	1	1	1	1	3	11	2	1	...	4	7	...	3
Hamilton	15	10	5	...	9	6	...	...	...	2	6	4	...	1	1	9	1	...	1
Monaghan, S....	5	3	3	...	4	3	...	...	...	2	2	1	...	...	...	1	1	...	...
Percy.....	9	3	9	...	4	6	...	...	...	5	...	4	...	1	6	...	2	1	...
Murray	11	13	13	...	11	13	...	...	...	...	...	22	1	...	...	2	19	...	...
Seymour	8	6	1	1	4	2	...	...	...	1	2	1	2	...	1	...	...	...	2
	89	59	51	2	42	63	1	1	1	11	13	60	7	3	8	32	31	1	8

COUNTY OF

Cartwright	3	2	2	...	1	2	...	...	...	...	1	...	1	...	...	1	1	...	...
Cavan	15	10	6	...	7	8	...	...	...	6	5	2	2	1	1	8	4	...	...
Clarke.....	21	21	3	...	1	19	...	...	1	...	6	9	1	...	...	11	4	...	1
Darlington	21	13	10	1	2	17	1	...	...	...	3	14	1	...	...	13	1	...	2
Hope	12	7	3	2	6	7	...	...	...	...	8	1	...	...	1	6	1	...	...
Manvers.....	6	5	...	...	...	6	...	...	...	...	4	2	...	...	...	2	...	...	...
	78	58	24	3	17	59	1	...	1	6	27	28	5	1	2	41	11	...	3

COUNTY OF

Asphodel.....	7	6	6	...	2	7	...	...	1	1	3	...	1	...	...	3	...	...	...
Belmont.....	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Douro	2	6	1	...	2	4	...	...	...	1	2	...	1	...	1	...	1	...	1
Dummer.....	6	3	1	2	...	6	...	...	...	...	2	...	...	...	...	3	...	...	...
Eldon	4	2	1	...	...	1	...	2	2	...	2	...	...	...	...	...	...	...	1
Emily.....	10	5	7	...	5	5	...	...	...	...	2	...	2	...	...	...	...	...	...
Ennismore	...	1	...	1	...	1	...	...	...	...	...	...	1	...	...	...	...	...	1
Fenelon	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mariposa.....	15	9	8	...	3	8	...	3	2	...	5	1	1	1	...	6	1	...	1
Monaghan, N....	3	2	2	...	2	3	...	...	1	1	1	...	1	...	1	...	...	...	1
Ops	7	1	5	1	1	6	1	...	...	...	2	...	3	...	...	...	...	...	...
Otonabee	8	11	1	...	6	4	...	...	...	3	2	...	...	...	...	5	...	...	1
Smith	9	5	3	1	5	3	...	...	1	...	3	...	2	...	...	2	...	...	...
Verulam.....	2	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
	75	51	36	5	26	49	1	5	7	6	24	1	12	1	2	19	2	...	6

for 1850.—Table C.—(*Continued.*)

PRINCE EDWARD.

Schools of Upper Canada.																				
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.	Geometry.		Higher Branches.					Modes of Instruction.			
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phily.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	...	4	1	1	...	...	...	2	...	1	1	...	...	...	...	...	20	...
...	...	7	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	1	10	...
...	...	3	...	10	6	...	...	1	2	4	2	...	2	...	...	...	2	6	13	4
...	...	11	1	5	4	2	1	1	...	1	...	1	...	...	...	...	...	...	17	...
1	...	8	...	6	2	1	3	...	...	1	...	2	...	...	...	...	...	...	19	...
...	...	1	1	3	3	...	3	1	...	1	...	...	...	...	...	...	1	...	17	...
1	...	30	2	30	18	4	7	3	2	9	2	4	3	...	...	...	3	7	96	4

NORTHUMBERLAND.

...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	1	4	...	...	...	...	...	3	...	1	2	...	1	...	1	...	23	...
9	...	...	...	4	1	2	1	...	...	1	1	...	1	...	...	...	2	4	22	2
4	1	...	1	5	5	1	2	...	...	1	...	1	...	...	...	...	1	1	14	2
...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	1	. .	5	...
8	...	...	...	2	9	...	10	...	...	10	...	10	...	...	...	...	...	3	10	2
...	...	23	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	...
...	...	...	...	...	1	..	...	...	...	...	...	...	...	...	...	...	...	3	8	2
21	1	25	3	19	18	3	13	...	...	15	1	12	3	...	1	...	5	11	109	8

DURHAM.

...	...	...	...	...	...	1	1	...	1	...	...	1	...	...	...	...	...	...	3	...
3	...	...	...	4	2	3	1	3	2	...	2	1	...	...	...	...	...	7	13	...
...	...	6	...	6	1	1	..	...	2	3	1	2	...	...	...	...	...	2	21	5
...	...	6	...	4	...	3	1	2	1	4	2	1	...	...	...	...	...	2	17	2
...	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	..	4	16	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	6	6	...
4	...	12	...	15	4	8	3	5	6	8	5	5	...	...	...	...	1	21	76	7

PETERBOROUGH.

2	...	2	1	1	1	1	3	...	...	...	. .	...	...	...	...	...	...	4	8	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
2	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2	4	...
...	...	...	...	...	...	...	...	1	...	...	. .	...	...	...	...	...	...	4	5	1
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	4	...
...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	2	9	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	14	...	1	...	1	...	1	...	...	1	...	...	...	...	...	1	6	16	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	3	6	...
...	...	1	...	...	1	1	2	...	...	...	...	1	...	...	...	...	2	1	11	2
1	...	...	...	...	2	...	1	1	...	1	...	1	...	...	...	...	...	5	10	5
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
9	...	19	1	4	5	3	6	4	...	2	1	2	...	...	...	...	6	29	81	8

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN U. CANADA.	Kind of Books used in the																		
		Readers.			Arithmetics.					Grammars.					Geographies.				
	Bible and Testament.	National.	English.	Various.	National.	Walkingame's.	Daboll's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Brock	13	12	5	..	1	11	1	2	1	1	1	2	1	...	...	1	1	...	...
Georgina	3	2	1	...	2	2	...	...	...	...	...	...	1	1	...	2	...	...	1
Gwillimbury, N.	2	4	3	...	3	2	..	...	...	1	1	2	...	...	...	2	...	...	...
" E.	6	11	2	...	4	9	...	...	...	1	6	3	...	...	...	8	...	...	...
Mara	1	1	1	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	...
Reach	10	8	5	...	1	11	...	...	...	...	1	7	1	...	...	4	2	...	...
Scott	2	1	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...
Thorah	5	5	4	...	3	2	...	2	3	2	5	...	...	...	...	2	..	1	...
Uxbridge	5	2	2	1	2	2	...	...	...	...	1	1	...	...	...	2	...	...	...
Whitchurch	16	21	1	1	6	13	...	...	1	1	7	5	...	...	...	9	1	...	...
	63	67	25	2	23	54	1	4	6	6	23	20	4	1	...	30	4	1	1

COUNTY OF YORK—

Etobicoke	9	9	...	...	7	4	...	...	...	2	6	2	...	...	1	7	..	...	...
King	14	21	2	...	17	3	...	...	1	3	7	4	1	...	1	19	1	...	2
Vaughan	18	21	...	...	21	...	...	..	...	20	1	...	...	...	20	...	...	...	1
York	21	19	6	...	17	6	...	...	6	4	11	3	2	2	6	13	2	2	...
	62	70	8	...	62	13	...	...	7	29	25	9	3	2	28	30	3	2	3

COUNTY OF YORK—

Markham	27	26	6	...	17	16	...	...	3	1	21	6	...	...	1	14	4	1	4
Pickering	17	16	2	...	6	11	...	...	1	...	6	7	2	...	2	8	2	1	...
Scarborough	9	8	2	...	2	8	...	1	2	1	9	...	1	...	1	6	1	1	...
Whitby	16	18	5	15	5	20	...	1	2	...	2	17	...	...	...	22	1	...	...
	69	68	15	15	30	55	...	2	8	2	38	30	3	...	4	50	8	3	4

COUNTY OF YORK—

Albion	11	10	3	1	5	6	...	...	...	1	9	...	2	...	2	6	...	...	1
Caledon	13	10	5	...	5	9	...	1	4	...	8	2	...	...	...	3	...	...	...
Chinguacousey	25	27	1	...	15	12	...	...	1	2	15	4	3	...	5	7	5	1	1
Gore of Toronto	7	6	2	...	2	6	...	...	1	4	3	1	1	..	2	3	1	...	1
Toronto	23	15	8	...	3	16	...	...	4	4	28	...	3	...	1	14	7	...	...
	79	68	19	1	30	49	...	1	10	11	53	7	9	...	10	33	13	1	3

for 1850.—Table C.—(*Continued.*)

North Riding.

Schools of Upper Canada.																				Modes of Instruction.		
Spelling Books.			History.		Book keeping		Mensuration.		Algebra.		Geometry.		Higher Branches.									
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.			Individual.	Simultaneous.	Monitorial.
4	...	4	1	1	...	1	...	1	...	...	...	...	...	...	...	...	1			7	14	1
...	...	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...			...	3	2
1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..			...	4	...
1	2	1	...	1	2	...	...	...	...	1	...	...	...	...	...	...	...			1	12	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			...	2	...
...	...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...			2	10	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			...	2	...
...	...	1	1	1	1	...	...	1	...	...	...	2	...	...	1	...	1			...	5	...
1	...	2	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...			1	4	1
1	...	...	...	2	2	2	1	1	1	2	1	...	...	...	...	...	1			6	18	...
8	2	14	3	5	6	6	2	3	1	3	1	3	...	...	1	...	3			17	74	4

South Riding.

1	...	...	...	2	3	...	2	1	1	1	1	1	...	...	...	...	1			1	9	...
1	...	...	...	4	2	2	1	1	1	2	2	...	...	...	...	...	3			3	13	6
...	...	...	...	...	20	...	20	...	...	...	...	20	...	...	...	...	...			...	20	...
1	2	6	...	8	2	6	3	5	...	4	2	...	...	...	...	...	1			6	19	4
3	2	6	...	14	27	8	26	7	2	7	5	21	...	...	...	...	5			10	61	10

East Riding.

3	...	3	1	14	4	3	2	3	4	2	1	2	...	...	...	...	2			1	26	2
3	...	...	...	4	1	...	...	...	1	1	2	...	...	...	...	...	...			1	16	3
5	...	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...			1	10	1
...	1	18	3	4	1	4	1	2	...	2	...	...	1	...	...	...	...			5	23	3
11	1	23	4	23	6	8	3	5	5	5	3	2	1	...	...	...	2			8	75	9

West Riding.

3	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...			5	9	...
1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			1	10	...
...	...	...	...	3	4	3	4	1	2	1	...	2	...	...	...	...	...			...	27	3
...	1	...	...	6	2	2	1	1	...	...	...	2	...	...	...	...	...			...	7	2
2	...	...	1	4	3	5	1	3	...	2	...	...	...	...	3	...	1			...	23	1
6	1	2	1	13	10	12	6	5	2	3	...	4	...	...	3	...	1			6	76	6

PART II.—Statistical School Report

COUNTY OF

Kind of Books used in the

TOWNSHIPS IN U. CANADA.	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Daboll's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Adjala	4	6	2	...	...	7	...	...	...	...	2	...	2	1	...	1	...	...	...
Collingwood	...	...	1	..	...	...	...	...	1	...	1	...	...	...	...	1	...	...	...
Essa	6	5	1	1	3	3	...	1	...	1	4	...	...	...	...	2	1	1	...
Euphrasia	No information.													...					
Floss	1	1	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Gwillimbury, W.	18	18	1	...	15	7	...	...	1	1	12	...	1	...	1	6	3	...	...
Innisfil	9	9	...	...	7	2	...	...	1	4	4	...	...	...	...	1	1	1	...
Medonte & Tay	3	5	...	...	5	...	...	...	...	5	...	...	...	...	2	1	...	...	...
Mono	14	10	3	...	1	10	...	1	1	1	1	...	...	...	...	2	...	...	...
Mulmur	2	1	1	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Nottawasaga	...	7	...	...	...	...	...	...	7	....	7	...	...	...	...	...	...	...	...
Orillia,	1	1	...	...	1	...	...	...	..	1	...	...	...	...	1	...	...	...	...
Oro	6	7	...	...	4	3	...	...	...	4	2	..	...	...	1	3	...	...	...
St. Vincent	3	1	1	1	1	2	...	...	2	1	...	2	...	1	...	3	1	...	...
Sunnidale	1	1	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...
Tecumseth	16	19	2	...	5	12	...	...	...	3	7	...	3	...	1	10	...	...	2
Tiny	3	3	...	...	3	...	...	...	...	3	...	...	...	...	3	...	...	...	...
Vespra	4	4	...	...	4	...	...	...	...	4	...	...	...	...	1	2	...	...	...
	91	98	12	2	50	48	...	2	14	30	40	2	6	2	10	32	6	2	2

COUNTY OF

Ancaster	9	13	...	1	10	...	1	1	1	2	7	8	...	...	...	12	1	...	...
Barton	5	6	...	...	4	1	1	...	...	1	2	4	...	...	1	2	3	...	1
Binbrooke	5	5	1	...	3	...	1	...	3	...	4	2	...	...	...	3	1	...	...
Brantford	10	21	...	...	16	2	...	...	3	1	12	6	...	...	...	16	..	...	1
Glandford	3	4	...	...	2	...	...	...	3	1	1	2	...	1	...	1	2	...	1
Onondaga	2	5	...	...	1	1	...	...	3	1	1	1	...	...	1	1	1	...	...
Saltfleet	5	10	1	1	5	1	3	...	6	...	2	8	...	...	...	7	2	...	1
	39	64	2	2	41	5	6	1	19	6	29	32	...	1	2	42	10	...	4

COUNTY OF

Beverley	10	15	...	...	9	1	5	2	2	...	10	4	1	...	1	6	4	...	6
Dumfries	16	19	...	4	17	3	3	8	5	1	19	1	...	1	1	15	4	...	3
Esquesing	17	18	2	...	5	11	...	5	2	3	15	1	...	...	3	8	3	1	2
Flamborough, E.	2	5	...	...	4	...	...	...	2	1	2	3	...	...	...	4	2	1	...
" W.	7	8	...	3	4	2	...	2	4	...	7	2	1	...	1	4	1	2	1
Nassagaweya	9	9	1	...	7	4	...	...	2	1	7	1	...	...	...	5	...	...	...
Nelson	12	15	...	...	12	1	...	...	6	2	11	5	...	...	1	12	1	...	1
Trafalgar	13	16	2	1	7	13	...	1	7	4	16	2	3	...	...	13	5	2	2
	86	105	5	8	65	35	8	18	30	12	87	19	5	1	7	67	20	6	15

for 1850.—Table C.—(*Continued.*)

SIMCOE.

Schools of Upper Canada.																				
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.					Modes of Instruction.		
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
1	...	1	...	...	1	1	...	2	...	...	...	2	...	...	...	...	...	2	6	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
2	1	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	6	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
1	1	2	1	3	1	2	2	...	...	2	1	...	...	...	...	...	...	2	18	3
...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	7	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...
6	1	...	...	1	...	...	...	...	2	...	1	...	...	...	...	...	...	4	13	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...
...	...	...	..	...	...	...	...	1	...	1	1	...	...	...	1	...	...	...	...	1
...	1	1	..	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...
...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	3	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...
1	1	...	1	1	2	2	...	...	...	1	...	...	...	...	...	...	1	1	19	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
..	...	4	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...
12	6	10	3	10	5	5	2	4	2	4	3	2	...	...	1	...	4	20	97	5

WENTWORTH.

..	...	1	...	3	...	2	2	2	...	2	...	...	1	...	1	...	2	1	14	2
1	...	...	...	1	...	1	...	1	1	...	1	1	...	...	...	...	...	2	5	2
1	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
..	...	4	1	5	8	1	...	2	...	1	1	...	2	...	1	...	1	2	19	1
..	...	...	1	...	...	1	...	1	...	1	...	1	1	...	...	...	...	...	4	1
..	...	...	...	2	...	1	1	...	...	1	..	...	...	...	...	...	...	2	5	1
1	2	...	...	4	...	3	...	...	...	3	...	...	1	...	...	...	...	1	10	...
3	2	5	2	16	10	9	3	6	1	8	2	2	5	...	2	...	3	8	63	7

HALTON.

.	...	1	...	2	3	...	...	1	1	2	...	...	...	...	...	...	...	1	16	1
.	...	...	...	1	5	4	1	...	...	2	1	1	1	...	...	...	1	5	20	3
2	...	2	...	5	1	2	...	2	2	1	4	...	1	...	2	...	...	7	17	4
.	...	...	...	2	...	2	...	1	...	...	...	1	...	...	...	...	...	...	3	1
.	...	...	1	7	3	4	...	3	...	2	...	2	2	...	...	...	1	3	9	3
.	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...
1	...	...	2	5	...	3	...	1	...	1	...	...	...	...	..	...	1	1	15	2
3	1	2	4	7	5	6	2	6	4	5	4	2	2	...	1	...	...	5	17	2
6	1	6	7	29	18	21	3	14	7	13	9	6	6	...	3	...	3	22	104	16

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind of Books used in the																			
	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Dabell's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Caistor	2	6	...	1	...	...	7	...	...	...	1	5	...	1	...	3	2	...	1
Clinton	6	10	...	1	8	...	4	...	1	1	...	9	...	...	...	8	1	...	...
Gainsborough	4	9	...	4	4	...	5	...	4	1	...	7	1	1	...	9	1	...	1
Grantham	6	5	4	1	3	1	4	...	...	1	...	7	...	...	1	6	1	...	1
Grimsby	3	13	1	..	3	...	4	...	4	...	...	12	...	...	...	11	2	...	...
Louth	5	6	3	1	3	...	5	...	2	...	...	5	...	2	...	5	2	...	...
Niagara	6	9	1	...	8	...	1	...	...	1	5	4	...	...	...	8	1	...	...
	32	58	9	8	29	1	30	...	11	4	6	49	1	4	1	50	10	...	3

COUNTY OF

Bertie	3	12	...	2	12	...	1	...	1	4	2	6	...	1	...	9	4	...	...
Crowland	3	10	1	...	9	1	...	...	3	...	...	10	...	1	...	9	1	...	...
Humberstone	2	6	1	1	6	...	1	...	1	...	...	3	...	...	...	4	2	...	...
Pelham	6	5	...	9	2	...	2	...	9	...	...	7	...	4	...	7	4	...	1
Stamford	10	10	1	...	7	1	4	...	3	...	5	4	1	...	...	7	3	...	...
Thorold	4	11	...	...	7	...	5	...	2	1	2	8	...	...	...	10	...	...	...
Wainfleet	1	1	...	1	...	...	6	...	3	...	...	7	...	1	...	5	2	...	2
Willoughby	5	6	...	...	2	...	1	...	3	...	2	3	...	...	...	5	...	...	...
	34	68	3	13	45	2	20	...	25	5	11	48	1	7	...	56	16	...	3

COUNTY OF

Canborough	1	5	1	1	4	...	6	...	...	...	...	5	...	2	...	6	2	...	1
Cayuga, North	6	5	2	...	4	...	1	...	1	...	2	2	1	...	...	4	...	...	...
" South	3	3	...	...	2	...	1	...	...	...	1	1	...	...	...	1	...	...	...
Dunn	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Moulton and Sherbrooke	5	6	2	...	6	...	1	...	...	1	1	2	...	...	...	2	...	...	1
Oneida	6	6	1	...	5	1	...	...	...	...	4	1	...	...	...	3	1	...	...
Rainham	2	5	1	1	4	...	2	...	...	...	1	3	1	...	...	3	3	...	...
Seneca	10	10	4	...	7	3	...	...	3	...	6	1	1	...	..	3	1	1	3
Walpole	8	9	1	...	1	6	...	...	1	...	4	1	..	..	...	6	...	...	...
	42	49	12	2	33	10	11	...	5	1	19	16	4	2	..	28	7	1	5

COUNTY OF

Charlotteville	5	12	1	...	6	5	...	...	1	1	...	10	...	...	...	8	2	...	...
Houghton	2	5	3	...	1	1	4	...	...	...	...	5	...	...	...	4	...	...	...
Middleton	1	2	2	3	1	1	3	...	...	1	...	1	...	1	...	1	1	...	...
Townsend	6	24	...	...	18	...	8	...	...	1	1	17	1	...	1	17	5	...	...
Walsingham	4	2	...	...	2	...	...	...	1	...	1	2	...	...	...	2	...	...	...
Windham	3	15	...	...	9	1	5	...	...	3	1	8	..	...	...	10	4	...	...
Woodhouse	5	11	...	...	8	...	3	...	...	3	...	7	..	...	...	5	6	...	...
	26	71	6	3	45	8	23	...	2	9	3	50	1	1	1	47	18	...	...

for 1850.—Table C.—(*Continued.*)

LINCOLN.

Schools of Upper Canada.																			
Spelling Books.			History.		Book keeping		Mensuration.		Algebra.		Geometry.		Higher Branches.					Modes of Instruction.		
Mayor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
...	2	2	1	4	...	...	...	1	...	4	1	...	...	...	1	...	2	3	10	...
...	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	12	...
...	1	...	1	1	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
..	...	3	1	6	2	...	...	...	...	1	1	...	...	...	...	...	...	1	8	...
...	1	...	..	...	1	1	1	...	1	2	2	...	...	...	...	...	...	2	13	...
...	...	...	...	2	3	1	2	...	...	1	...	1	1	...	...	...	1	1	7	1
																		1	8	1
...	4	6	4	14	7	3	3	1	1	9	5	1	1	...	1	...	4	8	64	2

WELLAND.

...	...	...	...	3	2	...	1	...	...	4	2	...	...	...	...	...	...	7	14	1
...	...	1	1	1	1	1	...	...	...	1	...	...	...	...	...	...	...	5	10	1
...	...	1	1	1	1	...	...	...	...	2	...	1	1	...	...	...	...	...	7	1
..	...	...	...	4	...	2	...	2	...	8	1	1	3	...	1	...	...	1	11	...
...	1	...	2	2	2	2	1	1	...	6	...	1	3	...	...	...	...	1	10	3
...	...	...	...	4	...	4	3	...	...	4	1	...	2	...	1	...	2	...	11	1
...	...	2	1	1	1	...	...	1	...	1	...	...	...	...	...	...	...	3	7	...
...	...	...	...	1	...	...	1	...	...	1	...	...	...	...	...	...	1	1	6	...
...	1	4	5	17	7	9	6	4	...	27	4	3	9	...	2	...	3	18	76	7

HALDIMAND.

...	1	1	...	1	...	2	...	...	...	...	...	...	...	...	...	...	...	5	6	...
...	1	...	...	1	1	...	...	...	...	..	...	...	...	...	...	...	...	...	6	...
...	3	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	1	1	1	...	...	...	...	...	1	...	...	...	...	...	...	1	1	4	1
...	1	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
1	2	1	...	1	2	2	1	1	...	1	...	...	...	...	...	...	1	3	9	3
1	...	1	...	1	...	..	...	...	...	...	...	...	...	...	...	...	...	...	11	...
2	8	4	1	8	4	4	1	1	...	2	...	...	...	...	...	...	2	9	52	4

NORFOLK.

..	...	...	...	1	...	...	1	...	...	3	...	1	..	...	...	...	...	2	12	...
..	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	6	...
..	1	5	1	1	1	...	1	...	...	1	...	1	...	...	...	...	...	1	7	2
.	...	...	1	6	1	...	...	1	...	4	...	...	4	...	...	...	1	6	25	5
.	3	...	...	2	2	...	1	1	...	4	1	...	...	...	...	...	...	...	14	...
.	1	3	...	1	1	...	2	...	...	2	1	1	...	...	1	...	...	1	13	4
.	...	...	1	8	2	2	...	...	..	2	...	...	5	...	...	...	...	2	5	...
.	5	8	3	20	7	3	5	2	. .	16	2	3	9	...	1	...	1	12	82	11

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind of Books used in the																			
	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.					
		National.	English.	Various.	National.	Walkingame's	Dabell's.	Gray's.	Various.	National.	Lenn'e's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.	
Blandford	6	6	...	...	6	...	...	...	...	...	6	...	...	...	...	6	...	...	...	
Blenheim	11	21	...	...	13	2	4	3	...	2	10	3	...	2	...	12	2	1	1	
Burford	6	21	...	...	16	...	5	...	...	1	5	11	...	...	...	11	5	...	...	
Dereham	7	13	...	...	11	1	4	...	...	...	...	10	...	...	...	8	3	...	...	
Nissouri	14	17	...	...	7	1	8	...	...	2	2	6	2	...	...	6	2	...	...	
Norwich	3	23	1	...	19	...	6	...	3	...	2	17	1	1	...	9	8	...	1	
Oakland	1	5	...	...	5	..	...	...	...	...	...	5	...	...	...	4	1	...	...	
Oxford, North	1	6	...	...	5	1	...	...	...	...	1	5	...	...	...	5	...	...	...	
" East	9	10	...	...	9	...	...	...	...	5	3	1	...	...	...	7	...	...	...	
" West	1	8	...	...	5	2	1	...	1	...	...	8	...	...	...	7	1	...	...	
Zorra, East	6	8	...	...	4	4	2	...	...	...	3	3	1	...	1	7	...	...	...	
" West	9	14	...	...	8	5	2	2	...	2	5	4	1	...	1	9	1	...	..	
	74	152	1	...	108	16	32	5	4	12	37	73	5	3	2	91	23	1	2	

COUNTY OF

Amaranth	1	...	1	...	...	1	...	...	...	...	...	...	1	...	...	1	...	...	...	
Arthur	2	1	1	...	...	2	...	...	...	...	1	...	...	...	...	...	...	...	1	
Bentinck & Glenelg	1	...	1	1	...	...	...	...	1	...	...	...	1	...	...	...	...	..	1	
Derby & Sydenham	3	4	1	...	2	1	..	...	1	...	4	...	...	...	...	2	...	1	1	
Eramosa	4	5	...	...	3	1	...	...	1	1	4	...	...	1	2	2	...	1	...	
Erin	13	10	7	...	3	8	...	...	1	...	8	...	...	...	1	4	...	...	...	
Garafraxa	3	...	3	...	1	1	...	1	1	...	2	...	1	...	...	2	...	...	...	
Guelph	8	7	1	...	4	1	...	...	7	2	6	1	...	...	2	4	...	...	...	
Holland	2	2	..	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	
Nichol	4	5	1	1	3	...	...	1	6	...	3	...	...	2	...	3	...	1	1	
Peel & Maryborough	3	1	3	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	
Puslinch	10	12	2	...	6	3	...	...	3	2	7	...	...	...	1	4	1	...	1	
Sullivan	3	3	...	...	...	2	...	...	2	..	...	...	...	...	...	...	..	...	...	
Waterloo	17	25	1	4	23	...	7	3	1	4	11	5	...	...	2	13	4	...	1	
Wellesley	9	9	...	...	1	2	1	3	...	...	2	1	...	...	...	...	...	...	...	
Wilmot	14	10	...	9	10	...	...	...	...	10	...	...	...	...	...	3	...	...	1	
Woolwich	7	8	...	...	8	1	3	...	1	...	4	...	...	...	1	3	1	...	...	
	104	102	22	15	64	25	11	8	25	19	52	8	3	4	9	41	6	3	7	

COUNTY OF

Adelaide	9	9	...	...	9	...	...	...	...	9	...	...	..	...	9	..	...	...	...	
Aldborough	2	5	...	...	2	...	1	2	...	...	3	...	...	...	...	2	...	...	...	
Bayham	14	14	...	..	13	...	...	...	...	...	1	9	..	...	...	11	...	...	1	
Carradoc	6	8	...	...	7	...	...	..	...	4	3	...	...	...	...	3	1	...	...	
Delaware	2	5	...	...	3	1	1	...	...	2	2	...	1	1	...	3	1	...	1	
Dorchester	7	15	...	...	10	...	2	...	4	1	7	4	...	...	...	7	4	...	...	
Dunwich	5	8	...	...	4	2	2	...	...	2	4	1	...	...	...	5	...	...	...	
Ekfrid	6	8	...	...	8	...	...	...	...	3	5	...	...	...	3	4	...	...	...	
Lobo	5	7	1	...	7	2	1	1	...	...	5	...	...	...	...	5	...	...	...	
London	18	25	1	...	17	2	3	...	3	2	24	1	...	2	1	15	5	...	1	
Malahide	4	16	...	...	10	2	5	...	1	1	...	14	...	...	1	11	3	...	...	
Metcalfe	4	4	...	...	3	1	...	...	...	1	1	...	...	..	...	...	...	...	...	
Mosa	4	9	...	...	7	1	...	1	...	2	1	1	...	...	1	...	...	...	...	
Southwold	6	18	...	...	14	4	8	...	...	...	11	2	...	...	...	13	...	...	...	
Westminster	13	21	...	...	12	...	5	2	2	...	17	3	1	...	...	14	4	...	1	
Williams	6	6	1	...	1	...	...	6	1	...	6	...	...	...	...	2	1	3	...	
Yarmouth	9	26	1	1	13	1	11	...	6	...	13	15	2	...	...	21	1	...	3	
	119	204	4	1	140	16	39	12	17	27	103	50	4	3	15	116	20	3	7	

for 1850.—Table C.—(*Continued.*)

OXFORD.

Schools of Upper Canada.																		Modes of Instruction.		
Spelling Books.			History.		Book keeping.		Mensuration		Algebra.		Geometry.		Higher Branches.							
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...
...	...	...	1	2	1	2	1	...	...	1	...	1	1	...	...	...	...	17	15	1
..	...	...	3	7	2	2	...	1	...	2	...	...	...	...	...	...	...	6	21	3
..	...	1	1	1	...	1	...	...	...	...	...	...	3	...	...	...	...	...	13	...
2	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	16	1
...	...	3	...	2	1	...	...	...	...	4	1	...	1	...	...	...	1	6	14	2
...	1	...	1	1	2	...	...	...	...	3	...	...	...	...	...	...	...	2	5	2
1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
...	...	...	1	...	2	...	3	...	...	2	1	1	...	...	...	...	2	1	9	1
...	...	...	1	1	2	1	...	...	...	3	...	...	1	...	...	...	...	...	7	4
...	...	.	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	7	1
...	1	2	...	2	2	...	1	...	..	...	1	...	...	...	...	...	...	10	14	...
3	2	6	9	20	14	6	5	1	...	15	3	2	6	...	...	...	3	42	131	15

WATERLOO.

...	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	1	...	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	3	...
1	...	...	...	1	...	...	...	...	...	...	.	...	...	...	...	...	...	1	1	...
...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	2	1	3	...
...	...	...	...	2	2	...	1	2	1	1	1	...	...	...	...	...	1	2	5	3
2	...	...	...	..	1	...	...	...	...	...	...	...	...	...	...	...	...	...	10	...
1	...	2	..	...	...	..	...	...	...	...	..	...	...	...	...	...	...	3	2	...
...	...	1	...	6	2	3	1	4	..	3	1	3	1	...	...	...	...	...	8	3
2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	2	...
1	...	...	..	2	2	2	1	2	...	1	1	...	...	...	1	...	1	1	6	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...
...	...	...	...	2	3	1	...	3	...	..	...	1	...	..	...	...	...	1	12	1
...	...	...	...	...	2	...	...	...	..	...	...	...	...	...	...	...	...	1	3	...
...	...	1	2	3	5	2	...	2	...	2	1	1	...	...	...	...	5	4	23	10
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	9	5	13	...
...	...	1	1	1	1	...	1	...	...	1	1	...	...	...	..	...	4	1	7	...
10	...	5	4	18	18	10	5	14	1	8	5	6	1	...	1	...	22	23	112	17

MIDDLESEX.

...	...	...	...	...	1	...	1	...	...	..	...	1	...	...	...	...	...	2	9	...
...	...	1	...	1	...	...	...	2	...	1	...	...	...	..	...	...	...	...	4	...
...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	13	1
1	...	...	1	1	1	1	...	...	...	1	...	...	...	...	...	...	...	2	7	1
...	...	...	...	2	1	...	...	1	...	1	1	...	...	...	...	...	...	1	4	...
...	...	2	...	1	1	...	...	1	...	6	2	...	...	...	1	...	...	...	13	...
...	...	...	1	2	...	2	...	...	...	...	...	...	...	...	...	...	1	...	8	...
...	...	...	...	1	...	...	...	...	...	1	1	...	1	...	...	...	...	...	8	...
...	...	1	1	3	...	1	2	...	...	4	1	...	...	...	1	...	...	1	6	1
...	...	..	3	4	3	4	4	1	...	2	2	...	...	...	...	...	1	12	26	6
1	...	5	2	5	4	...	2	...	...	4	...	1	1	...	...	...	1	6	15	2
2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	1
...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	10	1
...	...	2	...	5	...	3	3	...	...	6	1	...	...	...	...	...	...	...	18	2
...	...	1	...	6	1	2	2	1	...	5	1	...	2	...	...	...	...	4	19	2
3	...	...	...	5	...	...	1	...	...	...	...	...	...	...	...	...	...	...	6	...
...	...	4	1	11	1	4	2	1	...	5	...	1	2	...	...	...	2	4	25	1
7	...	16	9	48	14	17	18	7	...	37	10	3	6	...	2	...	5	33	195	18

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind of Books used in the																			
	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Dabull's.	Gray's.	Various.	National.	Lennie's.	Kirkham's	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Ashfield	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..
Biddulph	2	3	...	...	3	...	...	...	...	...	3	...	...	...	1	...	...	...	...
Colborne	2	2	...	...	2	...	..	...	...	1	...	...	1	...	1	...	...	...	...
Goderich	7	8	1	...	4	...	...	...	5	1	3	..	1	...	1	...	...	...	2
Hullet	1	1	...	...	1	...	...	...	...	1	1	...	...	...	1	...	...	...	...
McGillivray	5	5	...	...	2	2	...	...	1	...	3	...	...	...	...	1	1	...	1
McKillop	3	3	1	...	...	...	...	...	3	...	2	...	1	...	...	...	...	...	2
Stanley	5	5	...	...	4	...	...	...	...	...	3	...	1	...	1	1	...	...	1
Stephen	1	1	...	...	1	1	...	...	...	1	1	...	1	...	...	...	...	...	2
Tuckersmith	3	3	...	...	2	...	...	...	1	...	3	...	...	...	...	1	...	...	1
Usborne	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	1	...	...
Wawanosh	1	1	...	...	1	...	...	...	...	1	...	...	...	...	...	1	...	...	...
	32	35	3	...	21	3	...	...	10	5	20	...	5	...	5	4	2	...	9

COUNTY OF

Blanchard	5	6	2	...	5	...	...	...	1	5	...	...	...	...	4	...	...	..	...
Downie	5	7	...	...	6	...	...	...	...	...	5	...	...	...	3	...	...	...	...
Easthope, North	7	5	...	1	4	...	...	1	1	...	4	...	...	1	...	3	1	...	...
" South	4	2	...	3	1	...	...	...	3	...	1	...	...	2	...	1	...	...	1
Ellice	1	2	...	...	2	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Fullarton	3	3	...	...	3	1	...	...	..	2	...	...	...	...	...	...	...	...	...
Logan	1	1	..	...	1	...	...	...	...	1	...	...	...	...	1	...	...	...	...
	26	26	2	4	22	1	...	1	5	8	10	...	...	3	8	4	1	...	1

COUNTY OF

Kincardine	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	1	...	...

COUNTY OF

Camden & Zone	1	8	...	...	5	2	...	...	...	1	...	2	...	...	...	2	...	...	2
Chatham	5	4	2	...	2	1	2	...	2	2	2	...	...	...	...	1	2	...	...
Dover, E. & W.	1	3	1	...	1	1	1	...	...	1	...	...	...	...	...	1	...	...	...
Harwich	5	10	2	...	8	2	2	...	...	2	2	...	1	...	1	5	1	...	...
Howard	5	13	1	...	8	2	1	...	...	2	2	1	...	1	1	6	1	1	...
Orford	...	6	1	...	5	...	...	...	...	...	4	...	...	...	...	4	...	...	...
Raleigh	6	11	...	...	5	3	6	...	...	1	3	3	...	...	...	5	...	...	2
Romney	2	1	1	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...
Tilbury, East	2	4	1	...	2	2	...	...	...	1	2	...	...	...	...	1	...	...	...
" West	1	2	...	...	1	...	1	...	...	1	...	...	...	...	1	...	...	...	...
	28	62	9	1	38	14	13	...	3	11	15	6	1	1	3	25	4	1	4

for 1850.—Table C.—(*Continued.*)

HURON.

Schools of Upper Canada.																		Modes of Instruction.		
Spelling Books.			History.		Book keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.							
Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	3	...
...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
1	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	1	3	6	4
...	...	..	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	5	...
...	...	...	1	1	..	1	...	..	...	..	...	...	...	...	...	...	...	...	3	1
...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	..
1	1	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	1	...
...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	3	3
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	...	1	1	1	...	...	...	...	...	...	...	...	.	...	...	...	...	1	...
3	4	1	4	6	3	3	...	1	...	...	...	1	...	...	...	...	1	4	34	8

PERTH.

2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	6	...
...	1	...	1	1	...	...	...	1	1	2	...	1	...	...	...	...	...	4	7	1
...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	..	...	1	...	6	...
...	...	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	3	...	4	...
..	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
2	2	...	3	3	1	1	2	2	1	2	...	1	...	...	...	...	4	10	29	2

BRUCE.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...

KENT.

1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	2	8	...
2	...	...	1	2	...	1	...	1	...	...	...	...	...	...	...	...	...	3	6	...
1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	...
1	...	...	...	1	1	...	...	...	..	1	...	...	...	...	...	...	1	2	8	...
2	...	1	2	2	1	1	...	...	...	1	...	...	...	...	...	...	...	1	13	2
...	...	...	...	...	2	...	2	...	...	...	...	...	1	...	...	...	...	...	6	...
2	...	...	...	3	...	3	1	...	...	...	...	...	1	...	...	..	...	2	8	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	1	2	...
...	...	...	...	...	...	...	...	1	...	...	..	...	...	...	...	...	...	1	3	...
...	...	...	1	2	1	...	1	...	..	1	...	1	...	...	...	...	...	2	1	...
9	...	1	5	11	5	5	4	2	...	3	...	1	2	...	...	...	1	15	57	4

PART II.—Statistical School Report

COUNTY OF

Kind of Books used in the

TOWNSHIPS IN U. CANADA.	Bible and Testament.	Readers.			Arithmetics.					Grammars.					Geographies.				
		National.	English.	Various.	National.	Walkingame's.	Dabell's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
Anderton	1	1	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...
Colchester	7	6	4	...	5	1	...	...	...	5	...	...	...	...	4	1	...	...	1
Gosfield	4	6	...	...	4	2	...	...	...	4	...	...	2	...	4	2	...	...	...
Maidstone	3	3	...	1	1	2	..	...	1	...	...	...	1	1	...	...	.	1	1
Malden	8	8	...	...	...	8	...	...	...	...	6	...	2	...	...	8	...	...	...
Mersea	5	5	...	...	4	2	2	...	...	2	...	2	2	...	2	1	...	...	...
Rochester	...	1	...	1	...	...	1	1	...	...	1	1	...	..	...	...	...	...	...
Sandwich	1	3	...	6	2	...	...	...	7	1	...	...	3	4	1	1	...	...	2
	29	33	4	8	17	15	3	1	8	12	8	3	10	5	12	13	...	1	4

COUNTY OF

Bosanquet	1	1	1	...	1	...	...	...	...	...	...	1	...	...	...	1	1	...	...
Brooke	3	...	3	...	...	2	...	1	...	...	3	...	...	...	...	1	...	...	...
Dawn	1	2	...	...	2	...	...	...	...	...	...	2	...	...	...	2	...	...	...
Euphemia	5	7	1	...	7	...	...	...	...	2	...	...	...	...	...	...	...	...	...
Moore	4	5	1	...	3	2	...	...	...	...	4	...	...	...	...	1	1	1	1
Plympton	5	6	1	...	3	3	...	...	...	2	2	...	2	...	...	2	1	...	...
Sarnia	1	1	...	...	...	...	...	...	...	..	...	...	...	...	...	...	..	...	...
Sombra	6	4	4	...	...	5	1	...	2	...	...	2	3	1	1	...	3	...	2
Warwick	9	8	1	...	2	6	...	1	...	...	2	2	...	...	...	1	..	...	...
	35	34	12	...	18	18	1	2	2	4	11	7	5	1	1	8	6	1	3
Cities.																			
Toronto	9	15	...	...	15	...	...	...	...	5	10	...	...	...	10	5	...	...	...
Hamilton	5	6	..	...	2	...	...	1	3	1	5	...	...	...	...	6	...	...	...
Kingston	13	13	...	...	7	6	...	...	...	4	6	...	3	..	4	6	2	...	1
	27	34	...	...	24	6	...	1	3	10	21	...	3	...	14	17	2	...	1
Towns.																			
Belleville	3	5	1	...	4	3	...	...	..	2	...	3	...	...	...	5	...	...	...
Brantford	1	1	...	...	1	1	...	...	...	...	1	...	...	...	...	1	1	...	...
Brockville	...	4	...	...	4	1	...	...	1	...	4	...	...	...	...	4	...	...	...
Bytown	11	7	...	2	6	...	...	...	4	...	3	...	4	2	3	...	2	...	1
Cobourg	5	5	1	...	2	3	...	...	2	3	3	1	...	...	1	2	3	...	1
Cornwall	4	3	1	...	1	4	...	...	...	...	4	...	2	...	...	2	...	...	2
Dundas	...	1	...	...	1	...	...	...	1	1	1	...	...	...	...	1	...	...	...
Goderich	2	2	...	...	1	...	...	...	1	...	2	...	...	...	...	2	...	...	...
London	...	1	...	...	1	...	...	...	...	...	1	...	...	..	...	1	...	...	1
Niagara	4	4	...	1	4	2	...	2	...	1	4	1	...	...	1	4	...	...	...
Peterborough	2	2	1	...	1	1	...	1	...	1	1	...	...	...	...	1	1	...	...
Picton	1	4	...	...	...	2	1	1	...	2	1	1	...	...	...	4	...	...	...
Port Hope	4	3	1	...	4	4	...	...	...	...	4	1	...	...	...	4	...	...	...
Prescott	1	3	...	1	1	4	...	...	...	3	1	1	1	...	...	4	...	...	...
St. Catharines	3	3	...	1	3	...	1	...	...	...	2	1	1	...	2	1	...	...	1
	41	48	5	5	34	25	2	4	9	13	32	11	8	2	7	36	7	...	9

for 1850.—Table C.—(*Continued.*)

ESSEX.

Schools of Upper Canada.																		Modes of Instruction.		
Spelling Books.			History.		Book Keeping.		Mensuration.		Algebra.		Geometry.		Higher Branches.							
Mayor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
1	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	1	1	...
1	...	...	...	...	...	2	1	...	...	1	...	...	...	...	...	...	...	...	7	1
...	...	...	...	3	...	...	...	...	...	...	...	..	...	...	...	...	...	3	7	4
...	...	2	...	...	...	...	...	...	...	...	...	..	...	...	...	...	1	...	4	...
...	...	...	4	8	...	...	...	1	...	...	...	..	...	..	...	...	...	..	5	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	5	5	...
...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
..	...	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	6	4	9	...
2	...	7	4	14	...	2	1	1	...	1	...	...	...	...	1	...	8	13	41	6

LAMBTON.

2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	3	...
..	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	7	1
...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	4	1
1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	..	...	1	1	7	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	1	...	1	...	1	...	1	...	1	...	...	...	...	...	...	...	2	4	...
...	...	...	...	1	...	1	...	...	...	..	...	...	...	...	...	...	...	3	10	...
4	...	4	...	4	...	3	...	1	...	1	...	...	...	...	...	...	3	9	40	2
...	...	...	5	10	10	5	10	5	8	7	10	5	...	...	...	...	...	2	14	11
...	...	...	...	3	1	3	4	1	1	2	2	1	...	...	...	...	2	2	6	4
10	...	3	...	...	13	...	13	...	13	...	...	...	...	...	...	...	..	...	13	...
10	...	3	5	13	24	8	27	6	22	9	12	6	...	...	...	...	2	4	33	15
...	...	1	...	3	3	...	2	1	...	2	2	1	...	1	...	...	2	1	5	2
...	...	...	...	1	1	...	1	...	...	2	...	...	2	...	...	...	...	1	1	1
...	...	1	...	4	4	...	1	1	...	1	...	...	...	...	...	...	...	2	4	2
...	...	...	...	9	2	2	1	3	...	...	1	3	...	...	...	...	4	...	9	...
2	...	2	...	3	2	1	...	2	2	...	1	...	1	...	...	...	...	1	5	1
...	...	...	...	2	2	...	1	...	...	...	...	...	...	...	...	...	4	2	4	2
...	..	...	...	1	1	..	...	...	...	...	...	...	1	...	...	...	...	.	1	...
...	...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	2	...
...	...	...	1	1	1	1	...	..	...	2	2	...	1	...	...	...	1	...	1	1
...	...	1	...	6	1	...	...	...	...	...	1	...	1	...	...	...	...	3	5	3
...	...	...	...	2	1	...	...	...	...	1	...	...	...	...	...	...	..	...	2	...
1	...	2	...	4	2	2	4	...	...	4	...	...	4	...	...	...	...	...	4	...
...	...	...	1	3	2	...	...	...	...	2	2	...	...	...	...	...	...	...	4	...
...	...	...	1	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...
...	...	...	..	4	...	4	...	...	...	2	4	..	4	...	...	...	..	...	4	4
3	...	7	3	48	24	10	10	8	2	16	13	4	14	1	...	...	11	10	55	16

PART II.—STATISTICAL SCHOOL REPORT

KIND OF BOOKS USED IN THE

COUNTIES, CITIES, TOWNS, AND VILLAGES.	Bible and Testament.	READERS.			ARITHMETICS.					GRAMMARS.					GEOGRAPHIES.				
		National.	English.	Various.	National.	Walkingame's.	Dabell's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.	Stewart's.	Various.
VILLAGES.																			
Galt	1	1	...	...	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...
Oshawa	2	1	1	2	1	1	...	...	1	...	1	1	...	...	...	2	...	...	1
Paris	2	2	...	...	2	...	...	...	...	...	2	...	...	...	1	1	...	1	...
Richmond	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Thorold	2	3	...	...	3	...	1	...	1	...	2	2	...	...	...	3	...	...	...
Woodstock	2	2	...	...	2	1	...	...	...	...	1	...	1	...	...	2	...	...	...
	10	10	2	2	9	3	1	...	3	...	7	3	1	...	2	8	...	1	1
GENERAL																			
Stormont	29	52	7	...	40	23	...	3	1	5	35	7	4	4	1	33	3	...	...
Dundas	38	54	2	2	19	31	...	1	3	...	17	20	2	...	4	22	4	...	4
Glengarry	33	46	16	3	29	19	...	13	2	3	36	...	1	1	6	13	2	1	2
Prescott	18	32	2	...	16	18	...	1	...	1	21	...	3	...	1	16	...	...	1
Russell	9	6	5	...	3	6	...	1	2	1	4	..	2	...	1	2	...	1	1
Carleton	60	51	31	1	20	51	...	2	4	5	30	1	10	1	8	8	3	...	4
Leeds	80	121	23	6	84	55	...	1	3	13	21	70	5	...	7	76	1	1	3
Grenville	68	66	20	1	19	63	...	...	...	2	26	29	8	...	5	43	2	2	...
Lanark	75	90	4	6	55	36	...	30	7	16	70	...	4	...	5	52	...	1	9
Renfrew	20	22	1	1	12	2	...	8	4	4	15	2	1	...	2	12	...	...	2
Frontenac	67	61	10	...	18	48	...	...	4	3	17	31	7	...	3	28	10	...	8
Lennox	34	40	2	1	11	28	...	...	3	1	3	21	3	1	...	24	7	1	4
Addington	53	64	11	...	34	28	1	...	...	4	3	37	7	...	3	26	13	...	3
Hastings	67	98	19	3	99	11	1	...	2	9	9	69	3	1	1	62	15	...	1
Prince Edward	26	95	7	1	32	65	...	...	28	6	8	72	5	2	3	71	20	...	...
Northumberland	89	59	51	2	42	63	1	1	1	11	13	60	7	3	8	32	31	1	8
Durham	78	58	24	3	17	59	1	...	1	6	27	28	5	1	2	41	11	...	3
Peterborough	75	51	36	5	26	49	1	5	7	6	24	1	12	1	2	19	2	...	6
York—N Riding	63	67	25	2	23	54	1	4	6	6	23	20	4	1	...	30	4	1	1
" S. "	62	70	8	...	62	13	..	...	7	29	25	9	3	2	28	30	3	2	3
" E. "	69	68	15	15	30	55	...	2	8	2	38	30	3	...	4	50	8	3	4
" W. "	79	68	19	1	30	49	...	1	10	11	53	7	9	...	10	33	13	1	3
Simcoe	91	98	12	2	50	48	...	2	14	30	40	2	6	2	10	32	6	2	2
Wentworth	39	64	2	2	41	5	6	1	19	6	29	32	...	1	2	42	10	...	4
Halton	86	105	5	8	65	35	8	18	30	12	87	19	5	1	7	67	20	6	15
Lincoln	32	58	9	8	29	1	30	...	11	4	6	49	1	4	1	50	10	..	3
Welland	34	68	3	13	45	2	20	...	25	5	11	48	1	7	...	56	16	...	3
Haldimand	42	49	12	2	33	10	11	...	5	1	19	16	4	2	..	28	7	1	5
Norfolk	26	71	6	3	45	8	23	...	2	9	3	50	1	1	1	47	18	...	...
Oxford	74	152	1	...	108	16	32	5	4	12	37	73	5	3	2	91	23	1	2
Waterloo	104	102	22	15	64	25	11	8	25	19	52	8	3	4	9	41	6	3	7
Middlesex	119	204	4	1	140	16	39	12	17	27	103	50	4	3	15	116	20	3	7
Huron	32	35	3	...	21	3	...	...	10	5	20	...	5	...	5	4	2	...	9
Perth	26	26	2	4	22	1	...	1	5	8	10	...	...	3	8	4	1	...	1
Bruce	...	1	..	...	1	...	...	..	...	...	1	...	...	...	...	...	1	...	...
Kent	28	62	9	1	38	14	13	...	3	11	15	6	1	1	3	25	4	1	4
Essex	29	33	4	8	17	15	3	1	8	12	8	3	10	5	12	13	...	1	4
Lambton	35	34	12	...	18	18	1	2	2	4	11	7	5	1	1	8	6	1	3
Cities in U. C.	27	34	...	...	24	6	...	1	3	10	21	...	3	...	14	17	2	...	1
Towns do.	41	48	5	5	34	25	2	4	9	13	32	11	8	2	7	36	7	...	9
Villages do.	10	10	2	2	9	3	1	...	3	...	7	3	1	...	2	8	...	1	1
Total, 1850	2067	2593	451	127	1525	1077	206	228	298	332	1030	891	171	58	203	1408	311	35	150
" 1849	1836	2182	544	129	1275	997	202	139	373	264	1015	735	191	123	190	1153	362	44	209
Difference	231 Increase.	411	93 Decrease.	2	250	80 Increase.	4	89	75 Dec.	68	15 Increase.	156	20 Decrease	65	13 Increase.	255	51 Decrease.	9	59

for 1850.—Table C.—(*Continued.*)

SCHOOLS OF UPPER CANADA.

SPELLING BOOKS.			HISTORY.		BOOK KEEPING.		MENSURATION.		ALGEBRA.		GEOMETRY.		HIGHER BRANCHES.					MODES OF INSTRUCTION.		
Mayor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bonnycastle's.	Day's, &c.	Euclid.	Various.	Elements of Natural Phil'y.	Vocal Music.	Latin.	Greek.	Other Studies.	Individual.	Simultaneous.	Monitorial.
...	...	...	...	...	1	...	1	...	...	2	1	...	1	...	...	...	...	1	1	1
...	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	2	2
...	...	...	...	...	1	...	1	...	...	1	...	1	...	...	...	...	...	1	2	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
...	...	...	...	2	...	1	...	1	...	1	...	...	...	...	...	...	...	1	1	...
...	...	...	...	1	2	...	1	...	1	2	...	1	1	...	...	...	2	...	3	1
...	...	1	...	4	5	1	3	1	1	7	1	2	2	...	...	...	2	3	11	5

ABSTRACT.

3	...	2	1	3	5	1	1	1	1	2	1	1	...	...	...	...	5	11	53	1
11	...	...	2	6	7	1	3	...	...	6	2	3	3	...	...	...	3	1	50	2
1	...	2	2	6	6	13	8	1	1	2	6	1	1	...	2	...	3	9	52	2
1	...	...	...	13	4	5	2	1	1	2	3	...	2	...	...	..	...	1	33	...
3	...	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	2	8	...
16	...	4	...	1	3	2	5	2	...	2	2	...	...	...	...	...	...	39	71	...
16	...	3	2	23	20	3	7	...	...	6	3	2	1	...	2	...	7	15	125	9
9	...	3	2	16	8	6	4	2	1	7	2	2	...	...	...	...	1	11	78	1
8	...	2	2	12	22	5	24	2	5	4	8	4	...	...	2	1	...	5	93	7
...	...	2	...	4	5	1	3	...	2	1	2	3	1	...	1	...	3	5	25	1
13	...	3	2	17	8	12	3	1	3	1	2	1	...	2	...	...	9	6	69	3
...	...	19	...	9	7	1	...	...	1	6	...	2	4	...	...	...	2	3	34	...
1	...	15	...	11	13	2	2	2	3	6	3	1	4	...	...	...	16	10	60	4
...	...	17	4	25	23	2	5	3	1	4	3	3	...	...	...	...	3	15	109	11
1	...	30	2	30	18	4	7	3	2	9	2	4	3	...	...	...	3	7	96	4
21	1	25	3	19	18	3	13	...	...	15	1	12	3	...	1	...	5	11	109	8
4	...	12	...	15	4	8	3	5	6	8	5	5	...	...	...	...	1	21	76	7
9	...	19	1	4	5	3	6	4	...	2	1	2	...	...	...	...	6	29	81	8
8	2	14	3	5	6	6	2	3	1	3	1	3	...	...	1	...	3	17	74	4
3	2	6	...	14	27	8	26	7	2	7	5	21	...	...	...	...	5	10	61	10
11	1	23	4	23	6	8	3	5	5	5	3	2	1	...	...	...	2	8	75	9
6	1	2	1	13	10	12	6	5	2	3	...	4	...	...	3	...	1	6	76	6
12	6	10	3	10	5	5	2	4	2	4	3	2	...	...	1	...	4	20	97	5
3	2	5	2	16	10	9	3	6	1	8	2	2	5	...	2	...	3	8	63	7
6	1	6	7	29	18	21	3	14	7	13	9	6	6	...	3	...	3	22	104	16
...	4	6	4	14	7	3	3	1	1	9	5	1	1	...	1	...	4	8	64	2
...	1	4	5	17	7	9	6	4	...	27	4	3	9	...	2	...	3	18	76	7
2	8	4	1	8	4	4	1	1	...	2	...	...	...	...	...	...	2	9	52	4
...	5	8	3	20	7	3	5	2	...	16	2	3	9	...	1	...	1	12	82	11
3	2	6	9	20	11	6	5	4	...	15	3	2	6	...	...	...	3	42	131	15
10	...	5	4	18	18	10	5	14	1	8	5	6	1	...	1	...	22	23	112	17
7	...	16	9	48	14	17	18	7	...	37	10	3	6	...	2	..	5	33	195	18
3	4	1	4	6	3	3	...	1	...	...	...	1	...	...	...	...	1	4	34	2
2	2	...	3	3	1	1	2	2	1	2	...	1	...	...	...	...	4	10	29	8
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
9	...	1	5	11	5	5	4	2	...	3	...	1	2	...	...	...	1	15	57	4
2	...	7	4	14	...	2	1	1	...	1	...	...	...	...	1	...	8	13	41	6
4	...	4	...	4	...	3	...	1	...	1	...	...	...	...	...	...	3	9	40	2
10	...	3	5	13	24	8	27	6	22	9	12	6	...	...	...	...	2	4	33	15
3	...	7	3	48	24	10	10	8	2	16	13	4	14	1	...	...	11	10	55	16
...	...	1	...	4	5	1	3	1	1	7	1	2	2	...	...	...	2	3	11	5
221	42	297	102	574	390	227	231	123	75	179	124	119	84	3	26	1	160	505	2783	257
348	62	140	171	427	257	200	145	124	64	169	46	61	87	32	22	4	46	278	2485	117

PART II.—STATISTICAL.

TABLE D.—Male and Female Teachers—Their Religious Faith—Average

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
	Total.	Male.	Female.	Trained at the Normal School. Total.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
Cornwall	21	13	8	...	...	...	2	7	10	2	...	...	...	...	...	...	...
Finch	6	5	1	...	...	...	2	2	1	1	...	...	...	...	...	...	...
Osnabruck	20	9	11	...	...	...	10	...	4	3	3	...	...	...	...	...	...
Roxborough	8	7	1	1	1	...	1	1	4	1	...	1	...	...	...	...	...
	55	34	21	1	1	...	15	10	19	7	3	1	...	...	..	...	...

COUNTY OF

Matilda	21	13	8	...	...	...	5	4	5	4	...	2	...	...	...	1	...
Mountain	11	6	5	1	...	1	3	2	3	3	...	...	...	...	...	...	...
Williamsburgh	22	14	8	2	2	...	9	2	4	5	2	...	...	...	...	...	...
Winchester	11	6	5	...	...	...	2	3	1	4	1	...	...	...	...	...	...
	65	39	26	3	2	1	19	11	13	16	3	2	...	...	...	1	...

COUNTY OF

Charlottenburgh	19	16	3	...	...	...	...	5	14	...	...	...	...	..	...	...	...
Kenyon	14	14	...	1	1	...	...	8	5	..	1	...	...	...	...	...	...
Lancaster	15	14	1	...	...	...	1	3	11	...	..	...	...	...	...	...	...
Lochiel	14	12	2	1	1	...	2	2	6	..	1	...	...	...	...	...	3
	62	56	6	2	2	...	3	18	36	...	2	...	...	...	...	...	3

COUNTY OF

Alfred	3	1	2	...	...	...	2	1	...	...	...	..	...	...	...	...	...
Caledonia	4	3	1	...	...	...	1	2	1	...	...	...	...	...	...	...	...
Hawkesbury, East	11	9	2	...	...	...	1	1	1	6	1	1	...	...	...	...	...
" West	10	6	4	1	1	...	1	..	6	2	...	1	...	...	...	...	...
Longueuil	7	3	4	...	...	...	1	1	...	5	...	...	...	...	...	...	...
Plantagenet, North	5	5	...	...	..	...	...	4	1	...	...	...	...	...	...	...	...
" South	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
	41	28	13	1	1	...	6	9	10	13	1	2	..	...	...	...	...

COUNTY OF

Clarence	2	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	1
Cumberland	4	3	1	...	...	...	2	...	1	1	...	...	...	...	...	...	...
Russell	3	1	2	...	...	...	2	...	...	1	...	...	...	...	...	...	...
	9	5	4	...	...	...	4	...	2	2	...	...	...	...	...	...	1

SCHOOL REPORT FOR 1850.

Annual Salaries—Certificates—Character and Description of Schools.

STORMONT.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£23 8 0	£16 0 0	£36 16 5	£ 38 14 0	£24 3 3	...	...	21	21	13	9	1	...	...
24 1 0	18 0 0	42 7 0	0 0 0	23 5 0	...	...	6	6	...	...	...	...	...
34 0 0	16 16 0	59 0 0	30 0 0	28 15 9	...	...	20	20	...	...	...	...	...
29 0 0	0 0 0	28 4 7	24 0 0	15 19 0	...	...	8	8	3	2	3	...	...
27 12 3	16 18 8	41 12 0	30 18 0	23 0 0	...	...	55	55	16	11	4	...	...

DUNDAS.

£32 7 0	£24 5 8	£42 0 0	£42 0 0	£26 8 0	1	...	20	21	5	5	6	...	...
32 0 0	18 12 6	27 11 0	18 5 0	18 10 0	9	1	2	11	3	2	4	...	...
39 0 0	16 8 4	60 0 0	0 0 0	21 10 8	19	...	3	22	...	...	...	...	...
21 0 0	14 15 0	45 0 0	16 10 0	14 11 0	...	...	11	11	...	2	9	...	...
31 1 9	18 10 4	43 12 9	25 11 8	20 5 0	29	1	36	65	8	9	19	...	...

GLENGARRY.

£25 0 0	£0 0 0	£41 7 0	£20 0 0	£23 16 2	6	...	13	19	3	7	9	...	...
23 7 0	0 0 0	42 0 0	0 0 0	29 17 8	...	...	14	14	...	...	...	...	...
16 10 0	0 0 0	38 6 0	35 0 0	29 13 8	...	...	15	15	1	8	5	...	...
29 11 7	0 0 0	41 0 0	18 15 0	20 7 0	13	...	1	14	2	2	10	...	...
23 12 2	0 0 0	40 14 3	24 11 8	25 18 7	19	...	43	62	6	17	24	...	...

PRESCOTT.

£17 10 0	£0 0 0	£0 0 0	£12 7 2	£10 14 9	2	...	1	3	...	...	3	...	...
0 0 0	11 15 0	32 0 0	0 0 0	20 4 0	4	...	..	4	...	...	4	..	...
27 0 0	0 0 0	35 7 6	24 0 0	28 10 8	...	...	11	11	...	...	...	6	...
27 11 3	18 1 0	48 8 10	36 0 0	24 1 0	10	...	...	10	3	4	3	...	1
30 0 0	12 8 9	58 2 6	30 0 0	23 1 9	7	...	...	7	2	1	2	...	...
22 4 8	0 0 0	25 0 0	0 0 0	24 19 6	5	...	...	5	...	1	4	...	...
0 0 0	0 0 0	27 15 2	0 0 0	12 17 4	1	...	...	1	...	...	1	...	...
24 17 2	14 1 7	37 15 8	25 12 0	20 12 8	29	...	12	41	5	6	17	...	1

RUSSELL.

£30 0 0	£0 0 0	£30 0 0	£30 0 0	£15 16 10	1	...	1	2	...	2	...	...	...
30 0 0	19 10 0	36 0 0	0 0 0	14 9 7	2	...	2	4	...	4	...	...	...
0 0 0	14 12 6	27 0 0	0 0 0	15 15 0	1	...	2	3	...	1	2	...	...
30 0 0	17 1 3	31 0 0	30 0 0	15 7 0	4	...	5	9	...	7	2	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School.													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
Fitzroy	8	6	2	1	1	...	2	3	1	1	...	...	...	1	...	...	...
Gloucester	9	9	...	...	...	...	2	4	2	1	...	...	...	...	...	...	...
Goulbourne	9	7	2	...	...	...	4	...	2	3	...	...	...	...	...	...	...
Gower, North	8	7	1	...	...	...	7	1	...	...	...	...	...	...	...	...	...
Huntley	6	6	...	...	...	...	3	2	1	...	...	...	...	...	...	...	...
March (1849)	3	3	...	...	...	...	2	...	1	...	...	...	...	...	...	...	...
Marlborough	8	8	...	...	...	...	5	3	...	...	...	...	...	...	...	...	...
Nepean	12	11	1	...	...	...	5	6	...	1	...	...	...	...	...	...	...
Osgoode	10	8	2	1	1	...	1	4	4	1	...	...	...	...	...	...	...
Torbolton	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
	74	66	8	2	2	...	31	24	11	7	...	...	...	1	...	...	...

COUNTY OF

Bastard	22	15	7	...	...	...	3	2	3	9	5	...	...	...	...	...	...
Burgess, South	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Crosby, North	8	6	2	...	...	...	...	1	1	6	...	...	...	...	...	...	...
" South	8	4	4	...	...	...	1	...	2	2	3	...	...	...	...	...	...
Elizabethtown	35	28	7	2	2	...	9	1	2	22	1	...	...	...	...	...	...
Elmsley, South	7	6	1	...	...	...	3	...	3	1	...	...	...	...	...	...	...
Escott	11	7	4	1	1	...	2	...	4	4	...	...	1	...	...	...	...
Kitley	18	14	4	1	1	...	7	1	3	5	2	...	...	...	...	...	...
Leeds, Front	7	4	3	...	...	...	2	2	2	1	...	...	...	...	...	...	...
Lansdowne, Front	10	8	2	...	...	...	2	...	5	3	...	...	...	...	...	...	...
Leeds & Lansdowne, Rear	11	6	5	...	...	...	3	2	2	2	2	...	...	...	...	...	...
Yonge	31	16	15	2	1	1	1	2	7	18	1	...	1	1	...	...	...
	169	115	54	6	5	1	34	11	34	73	14	...	2	1	...	...	...

COUNTY OF

Augusta	26	20	6	3	3	...	4	4	6	10	1	...	...	1	...	...	...
Edwardsburgh	22	15	7	1	1	...	6	...	8	6	1	...	...	...	...	...	1
Gower, South	7	3	4	...	...	...	...	2	2	3	...	...	...	...	...	...	...
Oxford	23	18	5	2	2	...	8	2	7	4	...	...	...	...	...	...	2
Wolford	16	10	6	1	1	...	6	2	...	6	1	...	...	...	1	...	...
	94	66	28	7	7	...	24	10	23	29	3	...	...	1	1	...	3

COUNTY OF

Bathurst	11	10	1	...	...	...	4	1	6	...	...	...	...	...	...	...	...
Beckwith	11	11	...	1	1	...	7	...	2	2	...	...	...	...	...	...	...
Burgess, North	3	2	1	...	...	...	1	...	2	...	...	...	...	...	...	...	...
Dalhousie and Levant	7	6	1	...	...	...	...	1	6	...	...	...	...	...	...	...	...
Darling	3	3	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...
Drummond	14	11	3	1	1	...	3	...	9	2	...	...	...	...	...	...	...
Elmsley, North	7	5	2	...	...	...	3	...	3	1	...	...	...	...	...	...	...
Lanark	13	11	2	...	...	...	1	3	5	1	3	...	...	...	...	...	...
Montague	15	12	3	1	1	...	5	1	1	4	...	1	...	...	...	1	2
Ramsay	14	14	...	1	1	...	7	1	5	1	...	...	...	...	...	...	...
Sherbrooke, North	3	3	...	...	...	...	...	...	2	...	1	...	...	...	...	...	...
Sherbrooke, South	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
	102	89	13	4	4	...	32	8	43	11	4	1	...	...	...	1	2

for 1850.—Table D.—(*Continued.*)

CARLETON.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No of Certificates granted during the yr	No. annulled during the year.	No. granted in former years.	No of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No of Free Schools.	No of separate Schools.
£35 10 0	£0 0 0	£31 0 0	£30 7 0	£19 19 0	...	...	8	8	...	4	4	...	...
20 0 0	0 0 0	39 0 0	0 0 0	18 10 0	8	...	1	9	...	7	2	...	...
21 13 4	0 0 0	23 7 7	24 0 0	21 9 9	1	...	8	9	1	5	3	...	...
27 2 0	24 0 0	0 0 0	0 0 0	21 2 0	5	1	2	7	...	5	3	...	...
29 0 0	0 0 0	23 10 0	0 0 0	24 19 0	6	...	...	6	1	1	4	...	...
25 9 0	0 0 0	37 10 0	0 0 0	22 16 0	...	...	3	3	...	1	2	...	...
25 4 0	0 0 0	28 14 7	0 0 0	21 9 2	4	...	4	8	2	5	1	...	...
27 4 0	18 0 0	35 6 0	0 0 0	28 18 0	2	...	10	12	2	7	3	...	...
40 13 6	0 0 0	30 16 5	23 5 0	16 10 3	8	...	2	10	...	8	2	...	...
0 0 0	0 0 0	42 0 0	0 0 0	42 0 0	...	...	1	1	...	...	1	...	...
27 19 6	21 0 0	32 7 2	25 17 4	23 15 3	34	1	39	73	6	43	25	...	...

LEEDS.

£34 15 9	£20 13 4	£0 0 0	£0 0 0	£20 17 7	19	...	3	22	1	13	7	...	...
22 0 0	0 0 0	0 0 0	0 0 0	22 0 0	1	...	...	1	...	...	1	...	...
33 0 0	19 10 0	57 0 0	0 0 0	21 2 8	6	...	2	8	...	3	3	...	...
36 1 3	16 2 0	50 0 0	0 0 0	16 5 0	7	...	1	8	...	4	2	...	...
32 6 7	16 13 9	36 11 0	24 10 0	22 0 0	..	...	35	35	...	...	...	...	...
30 2 5	18 0 0	0 0 0	0 0 0	19 13 4	...	...	7	7	...	1	5	...	...
28 15 9	14 7 0	0 0 0	15 0 0	12 11 0	5	...	6	11	1	2	6	...	...
30 18 6	18 2 0	45 0 0	0 0 0	24 3 5	8	...	10	18	...	10	6	8	1
0 0 0	24 3 2	52 5 7	0 0 0	29 16 8	...	...	7	7	...	1	5	2	...
0 0 0	14 13 0	42 13 0	0 0 0	21 9 0	...	...	10	10	...	1	7	2	...
32 0 0	18 7 8	0 0 0	0 0 0	18 19 2	10	...	1	11	...	7	3	6	...
35 6 2	19 15 7	54 3 4	0 0 0	18 13 5	27	...	4	31	5	11	5	1	...
31 10 8	18 4 4	48 4 8	19 15 0	20 12 7	83	...	86	169	7	53	50	19	1

GRENVILLE.

£32 19 4	£0 0 0	£41 0 0	£17 0 0	£23 5 0	18	...	8	26	8	6	8	12	...
24 18 0	18 15 0	36 3 4	0 0 0	18 6 4	...	...	22	22	...	...	...	1	...
36 0 0	19 10 0	38 0 0	27 4 10	21 10 8	...	...	7	7	...	...	...	...	...
30 0 6	18 6 8	37 5 0	28 10 0	22 8 0	...	...	23	23	...	...	...	2	...
30 10 0	18 12 4	58 10 0	36 0 0	23 0 0	16	...	...	16	1	6	9	5	...
30 17 7	18 16 0	42 3 8	27 3 9	21 14 0	34	...	60	94	9	12	17	20	...

LANARK.

£23 0 0	£0 0 0	£33 16 0	£0 0 0	£29 19 0	10	...	1	11	...	6	3	...	...
22 12 5	0 0 0	40 13 4	0 0 0	29 17 8	11	...	...	11	1	6	4	...	...
0 0 0	22 16 0	45 0 0	0 0 0	28 10 5	2	...	1	3	...	1	2	...	...
17 10 0	0 0 0	26 0 0	0 0 0	22 5 0	6	...	1	7	...	4	3	...	...
23 15 0	0 0 0	25 0 0	0 0 0	24 3 4	3	...	...	3	...	2	1	...	...
31 17 9	0 0 0	67 10 0	29 17 9	41 10 10	12	...	2	14	3	2	7	..	...
29 0 0	26 8 0	46 5 0	0 0 0	35 7 2	3	...	4	7	...	1	2	...	...
29 12 0	25 0 0	46 10 0	0 0 0	31 15 6	10	...	3	13	4	5	2	...	...
28 16 4	16 10 0	0 0 0	0 0 0	21 11 0	14	...	1	15	5	6	3	...	...
28 17 2	0 0 0	43 6 0	0 0 0	31 5 4	2	...	12	14	...	8	6	5	...
0 0 0	0 0 0	28 13 4	0 0 0	19 13 4	3	...	...	3	1	...	2	...	...
29 10 0	0 0 0	0 0 0	0 0 0	26 0 0	1	...	...	1	...	...	1	...	...
26 9 0	22 13 6	40 5 4	29 17 9	28 9 10	77	...	25	102	14	41	36	5	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School.													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
Admaston	2	2	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...
Bagot	2	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...
Bromley	3	3	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...
Horton	3	3	...	...	...	...	1	...	2	...	...	...	...	...	...	...	...
McNab	3	3	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...
Packenham	5	5	...	...	...	...	1	...	4	...	...	...	...	...	...	...	...
Pembroke	2	2	...	..	...	...	...	1	...	1	...	.	...	...	...	...	...
Ross	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Stafford and Westmeath	5	4	1	...	...	...	3	...	1	...	...	...	...	...	1	...	...
	26	25	1	...	...	...	8	3	13	1	...	...	...	...	1	...	...

COUNTY OF

Bedford	2	2	...	...	...	...	...	2	...	...	...	..	...	...	...	...	...
Kingston	23	16	7	...	...	...	5	5	3	8	..	...	...	1	...	...	1
Loughborough	11	5	6	...	...	...	...	2	...	8	...	...	...	...	...	...	1
Pittsburgh	15	11	4	..	...	...	4	4	4	3	...	...	...	...	...	...	...
Portland & Hinchinbrooke	17	9	8	...	...	...	3	1	3	7	...	...	...	...	...	...	3
Storrington	8	7	1	...	...	...	2	2	3	1	...	...	...	...	...	...	...
Wolfe Island	7	6	1	...	...	...	1	2	3	1	...	...	...	...	...	...	...
	83	56	27	...	...	...	15	18	16	28	...	...	...	1	...	...	5

COUNTY OF

Adolphustown	10	5	5	1	1	...	3	3	...	4	...	...	...	...	...	...	...
Fredricksburgh	21	13	8	2	2	...	1	7	3	10	...	...	...	.	...	...	...
Richmond	19	11	8	1	1	...	5	4	2	7	1	...	...	...	...	...	...
	50	29	21	4	4	...	9	14	5	21	1	...	...	...	..	...	...

COUNTY OF

Amherst Island	5	5	...	...	...	...	...	1	2	2	...	...	...	...	...	...	...
Camden, East	36	30	6	2	2	...	9	7	5	15	...	...	...	...	...	...	...
Ernestown	24	21	3	2	1	1	5	1	5	11	1	...	1	...	...	...	...
Sheffield	9	5	4	1	1	...	2	...	2	1	...	1	...	...	...	...	3
	74	61	13	5	4	1	16	9	14	29	1	1	1	...	...	...	3

COUNTY OF

Hungerford	10	8	2	...	...	...	5	3	2	...	...	...	...	...	...	...	...
Huntingdon	11	5	6	...	...	...	2	...	3	6	...	...	...	...	...	...	...
Madoc and Elzevir	15	11	4	1	1	...	3	1	1	10	...	...	...	...	...	...	...
Marmora	3	3	...	..	...	...	2	1	...	...	...	...	...	...	...	...	...
Rawdon	19	13	6	...	...	...	2	4	5	5	1	1	...	...	...	...	...
Sidney	31	20	11	1	1	...	3	3	3	19	1	2	..	...	...	...	...
Thurlow	26	20	6	1	1	...	3	3	6	12	1	1	...	...	...	...	...
Tyendinaga	26	24	2	2	2	...	4	13	1	4	1	...	...	...	...	2	1
	141	104	37	5	5	...	24	28	21	56	4	4	..	...	...	2	1

for 1850.—Table D.—(*Continued.*)

RENFREW.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£35 0 0	£0 0 0	£0 0 0	£0 0 0	£35 0 0	2	...	...	2	...	1	1	...	...
0 0 0	0 0 0	30 0 0	0 0 0	17 5 5	...	...	2	2	...	1	...	...	..
33 15 0	0 0 0	25 0 0	0 0 0	23 11 3	3	...	...	3	...	1	2	...	...
0 0 0	0 0 0	38 16 8	0 0 0	34 6 11	...	...	3	3	...	3	...	...	...
0 0 0	0 0 0	52 4 8	0 0 0	36 8 5	...	...	3	3	1	2	...	...	...
27 0 0	0 0 0	59 0 0	0 0 0	30 0 0	5	...	...	5	2	1	2	1	1
36 0 0	0 0 0	0 0 0	0 0 0	22 7 4	...	...	2	2	...	...	...	...	...
24 0 0	0 0 0	0 0 0	0 0 0	24 0 0	...	...	1	1	...	1	...	...	...
21 0 0	0 0 0	48 13 4	0 0 0	22 15 0	...	1	4	4	...	...	...	...	...
26 2 6	0 0 0	42 5 9	0 0 0	27 6 0	10	1	15	25	3	10	5	1	1

FRONTENAC.

£0 0 0	£0 0 0	£28 2 6	£0 0 0	£26 0 0	2	...	...	2	...	1	1	...	...
29 18 4	22 2 0	46 2 6	27 5 0	24 0 0	19	...	4	23	...	9	12	2	...
29 0 0	19 4 0	52 0 0	0 0 0	19 4 4	11	...	...	11	3	4	4	...	...
30 11 8	19 5 0	30 8 0	30 0 0	29 2 0	...	...	15	15	...	2	7	...	...
28 2 0	17 5 0	39 5 0	18 14 2	19 0 0	13	...	4	17	...	5	8	6	...
27 3 0	0 0 0	31 2 6	25 0 0	24 8 5	8	...	...	8	...	5	2	...	...
29 5 0	0 0 0	51 19 6	0 0 0	27 14 0	4	...	3	7	...	3	4	...	...
29 0 0	19 9 0	40 0 0	25 4 9	24 4 0	57	...	26	83	3	30	38	8	...

LENNOX.

£39 2 0	£21 15 0	£0 0 0	£50 0 0	£20 1 0	5	...	5	10	1	4	...	...	...
39 2 0	23 7 6	52 5 0	31 15 4	25 10 0	...	...	21	21	5	8	1	5	...
35 7 6	17 11 5	71 10 0	24 0 0	29 4 0	...	...	19	19	1	6	10	6	...
37 17 2	20 18 0	61 17 6	35 5 0	24 18 4	5	...	45	50	7	18	11	11	...

ADDINGTON.

£32 0 0	£0 0 0	£46 10 0	£0 0 0	£27 8 4	...	...	5	5	1	1	3	...	...
29 14 0	16 14 3	50 14 3	43 15 0	20 12 10	13	...	23	36	3	6	5	3	...
35 12 7	19 11 4	50 16 8	32 10 0	27 13 9	18	...	6	24	3	13	7	...	1
23 4 0	20 11 3	0 0 0	24 4 6	18 12 3	...	...	9	9	..	...	...	...	...
30 2 8	18 19 0	49 7 0	33 9 10	23 11 9	31	...	43	74	7	20	15	3	1

HASTINGS.

£30 3 9	£19 0 0	£0 0 0	£0 0 0	£23 14 0	...	...	10	10	1	1	8	2	...
0 0 0	17 10 0	47 5 0	27 15 0	15 0 0	11	...	...	11	1	2	6	2	...
35 15 4	22 16 8	51 5 0	0 0 0	13 0 0	4	...	11	15	1	3	6	...	...
30 13 5	0 0 0	0 0 0	0 0 0	15 6 8	...	...	3	3	...	...	...	...	...
0 0 0	17 5 0	39 5 7	0 0 0	24 14 6	1	...	18	19	7	6	6	..	1
37 13 4	23 3 0	47 11 5	0 0 0	21 7 2	...	...	31	31	5	6	3	...	...
29 0 0	20 0 0	58 3 4	30 5 7	23 14 4	...	1	25	25	4	16	...	3	1
33 11 0	16 0 0	47 3 4	0 0 0	25 17 4	...	...	26	26	...	17	2	2	2
32 16 2	19 7 9	48 9 0	29 0 3	20 6 9	16	1	124	140	19	51	31	9	4

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
	Total.	Male.	Female.	Trained at the Normal School			Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationaitst.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not repid.
				Total.	Male.	Female.											
Ameliasburgh	30	21	9	...	...	...	4	3	5	17	1	...	...	...	...	...	...
Athol	17	19	7	1	1	...	5	3	...	6	...	...	...	2	1	...	...
Hallowell	32	14	8	5	5	...	3	2	1	15	...	...	...	1	...	...	...
Hillier	28	16	12	3	3	...	5	1	1	18	...	...	...	3	...	...	..
Marysburgh	26	14	12	...	...	...	4	8	...	13	...	1	...	...	...	...	...
Sophiasburgh	20	12	8	2	1	1	...	...	2	14	1	1	...	1	1	...	...
	143	87	56	11	10	1	21	17	9	83	2	2	...	7	2	...	...

COUNTY OF

Alnwick	2	2	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...
Cramahé	38	18	20	2	1	1	2	...	1	22	10	1	...	1	1	...	...
Haldimand	29	11	18	1	1	..	5	2	7	11	3	...	...	1	...	...	...
Hamilton	15	11	4	2	2	...	4	...	1	5	1	3	...	...	...	...	1
Monaghan, South	5	4	1	...	..	...	2	...	3	...	...	...	...	...	...	...	...
Percy	12	6	6	...	...	...	2	2	...	6	...	2	...	...	...	...	...
Murray	28	18	10	...	...	...	4	2	6	16	...	...	...	...	..	...	...
Seymour	9	8	1	...	...	...	1	5	2	1	...	...	...	...	...	...	...
	138	78	60	5	4	1	21	11	20	62	14	6	...	2	1	...	1

COUNTY OF

Cartwright	3	3	...	...	...	...	2	...	...	1	...	...	...	...	...	...	...
Cavan	17	14	3	2	2	...	3	1	7	6	...	...	...	...	...	...	...
Clarke	23	20	2	2	2	...	3	2	8	6	...	...	...	...	...	...	4
Darlington	20	20	...	1	1	...	2	2	10	3	...	2	...	...	...	...	1
Hope	16	16	...	2	2	...	3	1	6	5	...	...	...	...	...	...	1
Manvers	5	5	...	...	...	...	2	...	1	2	...	...	...	...	...	...	...
	84	78	6	7	7	...	15	6	32	23	...	2	...	...	.	...	6

COUNTY OF

Asphodel	8	8	...	1	1	...	3	1	1	1	...	1	...	...	1	...	...
Belmont	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Douro	6	6	...	...	...	...	1	4	1	...	...	...	...	...	...	...	...
Dummer	7	7	...	...	...	...	3	...	2	2	...	...	...	...	..	...	...
Eldon	4	4	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...
Emily	13	13	...	...	...	...	5	5	2	1	...	...	...	...	...	...	...
Ennismore	2	2	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...
Fenelon	2	2	...	...	..	...	...	1	1	...	...	...	...	...	..	...	...
Mariposa	18	11	7	...	...	...	3	1	6	3	2	1	...	2	...	...	...
Monaghan, North	3	3	...	...	...	...	2	...	1	...	...	...	...	...	...	...	...
Ops	9	8	1	...	...	...	1	7	...	...	...	...	...	...	...	...	...
Otonabee	11	10	1	1	1	...	2	1	2	2	1	...	...	...	...	1	...
Smith	10	10	...	2	2	...	5	1	2	1	1	...	...	...	...	3	...
Verulam	2	2	...	...	...	...	1	...	1	...	...	...	...	...	..	...	...
	96	87	9	4	4	...	27	23	23	10	4	2	...	2	1	4	...

for 1850.—Table D.—(*Continued.*)

PRINCE EDWARD.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£ 34 12 6	£ 19 13 7	£ 59 16 0	£ 34 10 0	£25 4 4	11	...	19	30	7	5	7	...	...
36 5 7	17 17 2	50 18 0	29 6 8	19 14 8	8	1	8	16	6	5	4	2	2
41 2 8	21 18 0	49 4 5	24 0 0	33 3 0	11	1	20	31	3	7	1	5	...
41 3 0	18 6 0	62 13 4	0 0 0	32 1 8	...	...	28	28	3	5	9	4	...
34 4 6	19 13 2	49 6 8	0 0 0	19 5 4	8	...	18	26	3	3	13	2	...
38 5 7	19 10 0	45 9 10	27 10 0	22 17 2	17	...	3	20	4	7	6	3	...
37 12 4	19 9 8	52 18 0	28 16 8	25 7 8	55	2	96	151	26	32	40	16	2

NORTHUMBERLAND.

£ 0 0 0	£ 0 0 0	£ 43 10 0	£ 0 0 0	£23 10 0	2	...	...	2	...	...	2	...	...
32 16 8	21 15 7	63 0 0	0 0 0	17 4 0	25	...	13	38	6	11	6	8	2
32 18 4	18 17 9	55 0 0	36 0 0	18 0 0	16	1	12	28	3	3	11	1	...
34 5 0	18 0 0	49 14 5	28 6 8	33 18 4	3	...	12	15	...	8	7	3	...
0 0 0	0 0 0	43 17 7	30 0 0	32 19 10	...	...	5	5	...	4	1	...	...
21 5 3	19 3 9	50 5 0	0 0 0	8 4 4	10	...	2	12	1	6	2	...	...
36 9 0	20 1 5	51 3 0	25 10 0	25 8 2	15	...	13	28	7	9	9	...	3
22 8 1	0 0 0	39 5 4	13 0 0	26 4 2	9	...	...	9	...	...	7	...	...
30 0 0	19 11 8	49 9 5	27 11 4	23 3 7	80	1	57	137	17	41	45	12	5

DURHAM.

£ 36 0 0	£ 0 0 0	£ 43 10 0	£ 0 0 0	£31 12 4	3	...	...	3	...	3	...	...	...
35 8 3	19 10 0	47 19 8	21 0 0	38 15 0	15	...	2	17	6	2	7	...	2
33 0 0	28 0 0	47 8 10	0 0 0	34 6 4	6	...	17	23	4	6	12	3	...
30 1 3	0 0 0	46 9 7	0 0 0	40 5 8	...	...	20	20	8	10	2	2	...
0 0 0	0 0 0	47 6 7	33 14 4	32 11 7	9	...	7	16	1	5	8	...	...
32 0 0	0 0 0	40 0 0	0 0 0	23 10 0	...	...	5	5	...	...	5	1	...
33 6 0	23 15 0	45 9 0	27 7 2	33 10 2	33	...	51	84	19	26	34	6	2

PETERBOROUGH.

£25 16 6	£0 0 0	£38 8 10	£0 0 0	£18 10 9	5	...	3	8	...	3	5	...	...
0 0 0	0 0 0	42 0 0	0 0 0	21 0 0	...	...	1	1	...	...	1	...	...
38 1 4	0 0 0	0 0 0	0 0 0	20 18 6	4	1	1	5	...	1	5	...	...
39 9 1	0 0 0	47 1 0	0 0 0	19 5 5	7	...	...	7	...	1	5	6	...
16 10 0	0 0 0	26 12 2	0 0 0	17 0 2	...	...	4	4	...	...	...	...	...
27 6 1	0 0 0	35 9 6	0 0 0	21 5 4	...	...	13	13	...	7	6	...	...
0 0 0	0 0 0	22 5 0	0 0 0	18 0 0	...	..	2	2	...	...	...	...	...
19 0 0	0 0 0	0 0 0	0 0 0	8 12 8	...	...	2	2	...	...	...	...	...
31 12 9	21 8 7	49 14 9	0 0 0	11 12 5	5	...	13	18	...	1	15	...	...
0 0 0	0 0 0	48 1 8	0 0 0	43 14 2	...	...	3	3	...	1	2	...	...
32 6 8	0 0 0	39 0 0	17 14 7	22 2 3	...	...	9	9	...	...	7	...	...
25 0 0	0 0 0	44 8 4	25 2 1	29 4 2	2	...	9	11	...	9	2	...	...
27 0 0	0 0 0	37 11 0	0 0 0	23 3 5	...	...	10	10	...	...	...	...	...
22 0 0	0 0 0	30 0 0	0 0 0	17 18 6	...	...	2	2	...	...	...	...	...
27 13 0	21 8 7	38 7 8	21 8 4	20 17 8	23	1	72	95	...	23	48	6	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School.													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd
Adjala	7	7	...	1	1	...	2	4	1	...	...	...	...	...	...	..	...
Collingwood	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Essa	5	5	...	1	1	...	2	...	2	1	..	...	...	...	...	...	...
Flos	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Gwillimbury, West	16	15	1	2	2	...	7	...	6	3	...	...	...	...	...	...	..
Innisfil	8	6	2	2	2	...	6	...	...	1	...	...	...	...	...	...	1
Medonte	7	7	...	...	...	...	4	1	1	1	...	...	...	...	...	..	...
Mono	14	14	...	...	...	...	9	3	2	...	...	...	...	...	...	...	...
Mulmur	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Nottawasaga	5	4	1	...	...	...	...	...	5	...	...	...	...	...	...	...	...
Orillia	1	1	...	...	...	...	1	..	...	...	...	...	...	...	...	...	...
Oro	7	7	...	2	2	...	...	...	3	3	...	1	...	...	...	...	...
St. Vincent	4	3	1	...	...	...	...	...	1	1	...	1	...	1	...	...	...
Sunnidale	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Tecumseth	19	18	1	1	1	...	11	3	5	...	...	...	...	...	...	...	...
Tiny and Tay	3	2	1	...	...	...	...	3	...	...	...	...	...	...	...	...	...
Vespra	4	4	...	...	...	...	1	1	...	2	...	...	..	...	...	...	...
	105	98	7	9	9	...	46	15	28	12	...	2	...	1	...	...	1

COUNTY OF YORK—

Brock	17	15	2	...	...	...	5	2	6	4	...	...	...	...	...	...	...
Georgina	3	3	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...
Gwillimbury, North	4	4	...	2	2	...	1	...	...	...	...	...	...	...	3	...	..
" East	13	12	1	...	..	...	5	4	1	...	...	..	..	...	1	2	...
Mara	2	2	...	...	...	...	1	1	...	...	...	...	...	...	...	...	..
Reach	14	10	4	1	1	...	2	1	4	7	...	...	...	...	...	...	...
Scott	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...	..
Thorah	6	6	...	...	...	...	1	1	3	...	..	1	...	...	...	...	...
Uxbridge	6	5	1	...	...	...	...	...	1	2	1	...	...	...	...	..	2
Whitchurch	25	21	4	6	6	...	10	2	4	4	...	...	...	4	...	...	1
	92	80	12	9	9	...	30	11	19	17	1	1	...	4	4	2	3

COUNTY OF YORK—

Etobicoke	9	9	...	1	1	...	1	2	3	2	1	...	...	...	...	...	...
King	24	21	3	3	3	...	10	1	6	5	...	...	...	2	...	...	...
Vaughan	20	19	1	3	3	...	5	...	8	5	...	2	...	...	...	...	...
York	24	20	4	4	4	...	10	...	3	5	1	...	...	...	...	4	1
	77	69	8	11	11	...	26	3	20	17	2	2	...	2	...	4	1

COUNTY OF YORK—

Markham	33	26	7	4	2	2	5	...	14	7	1	...	...	...	...	.	6
Pickering	19	16	3	6	3	3	4	2	5	4	2	...	...	...	...	...	2
Scarborough	10	10	...	4	4	...	3	...	4	1	...	...	...	...	...	2	...
Whitby	28	21	7	3	3	...	6	...	2	7	1	2	..	1	...	7	2
	90	73	17	17	12	5	18	2	25	19	4	2	...	1	...	9	10

for 1850.—Table D.—(*Continued.*)

SIMCOE.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the year.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£25 0 0	£ 0 0 0	£34 12 6	£ 0 0 0	£21 14 0	7	...	...	7	1	4	2	...	...
0 0 0	0 0 0	42 0 0	0 0 0	10 0 0	...	...	1	1	...	...	1	...	...
0 0 0	0 0 0	42 15 8	0 0 0	28 2 3	...	...	5	5	...	5	...	...	...
0 0 0	0 0 0	40 0 0	0 0 0	28 16 11	1	...	...	1	...	1	...	...	...
24 0 0	0 0 0	43 4 3	40 10 0	32 11 6	6	...	10	16	3	5	8	...	...
0 0 0	0 0 0	35 0 0	26 6 9	23 6 4	...	...	8	8	...	...	...	...	...
28 0 0	0 0 0	34 12 0	0 0 0	17 13 5	...	...	7	7	...	...	7	...	1
27 15 7	0 0 0	0 0 0	0 0 0	12 6 3	...	...	14	14	...	13	1	...	...
28 10 0	0 0 0	0 0 0	0 0 0	20 13 6	...	...	2	2	...	1	1	...	...
30 0 0	0 0 0	0 0 0	0 0 0	17 7 0	5	...	...	5	1	...	4	...	...
30 15 0	0 0 0	0 0 0	0 0 0	30 0 0	...	...	1	1	...	...	1	...	...
0 0 0	0 0 0	40 11 4	0 0 0	22 17 3	1	...	6	7	...	6	1	...	...
32 6 8	0 0 0	0 0 0	21 0 0	24 10 0	...	...	4	4	...	...	2	...	...
25 10 6	0 0 0	0 0 0	0 0 0	12 15 4	1	...	...	1	...	1	...	...	...
32 1 0	0 0 0	44 5 9	24 0 0	22 19 0	...	...	19	19	4	15	...	...	...
0 0 0	0 0 0	46 10 0	31 5 4	23 11 0	...	...	3	3	1	1	1	...	...
32 11 3	0 0 0	52 6 8	0 0 0	23 1 2	4	...	...	4	...	3	1	...	..
28 15 5	0 0 0	41 9 0	28 12 5	21 18 0	25	...	80	105	10	55	30	...	1

North Riding.

£25 5 0	£24 0 0	£36 9 6	£30 0 0	£18 0 0	10	...	7	17	...	13	2	...	...
0 0 0	0 0 0	39 6 8	0 0 0	31 2 10	3	...	...	3	...	...	...	...	...
0 0 0	0 0 0	40 5 9	0 0 0	23 11 6	...	...	4	4	...	...	...	1	...
35 0 0	0 0 0	48 14 10	40 10 0	26 10 5	...	...	13	13	7	4	1	1	...
0 0 0	0 0 0	39 7 0	0 0 0	13 9 0	...	...	2	2	...	1	1	..	...
32 8 0	18 0 0	48 0 0	27 0 0	21 10 0	...	...	14	14	...	...	...	2	...
27 0 0	0 0 0	42 0 0	0 0 0	19 1 10	...	...	2	2	...	...	...	...	...
22 0 0	0 0 0	48 2 6	0 0 0	10 9 8	5	...	1	6	...	1	4	...	...
41 0 0	32 15 0	49 0 0	0 0 0	33 17 6	...	...	6	6	...	...	...	...	...
38 1 0	15 1 0	51 7 7	0 0 0	23 10 9	...	...	25	25	...	...	...	..	..
31 13 5	22 9 0	44 5 4	32 10 0	22 2 3	18	...	74	92	7	19	8	4	...

South Riding.

£0 0 0	£0 0 0	£50 7 5	£0 0 0	£42 9 0	2	...	7	9	4	4	1	2	1
0 0 0	0 0 0	43 14 2	25 0 0	32 18 2	4	...	20	24	4	6	10	...	...
0 0 0	0 0 0	55 8 3	34 0 0	51 13 4	...	...	20	20	...	2	3	2	...
32 0 0	0 0 0	67 7 0	28 11 6	39 5 0	...	...	24	24	...	...	...	2	...
32 0 0	0 0 0	54 4 2	29 3 10	41 11 4	6	...	71	77	8	12	14	6	1

East Riding.

£ 0 0 0	£ 0 0 0	£40 0 0	£30 0 0	£30 14 8	...	...	33	33	6	15	10	...	...
34 4 8	22 10 0	49 3 0	0 0 0	35 2 3	2	...	17	19	6	7	6	1	...
0 0 0	0 0 0	48 11 9	0 0 0	41 1 3	...	...	10	10	...	7	3	3	...
34 6 7	18 0 0	55 12 0	27 0 0	34 1 5	...	...	28	28	5	12	6	2	...
34 5 7	20 5 0	48 6 8	28 10 0	35 4 10	2	...	88	90	17	41	25	6	...

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
	Total.	Male.	Female.	Trained at the Normal School.			Church of England.	Church of Rome.	Presbyterian	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
				Total.	Male.	Female.											
Albion	12	12	...	1	1	...	3	2	2	5	...	...	...	...	...	...	...
Caledon	12	12	...	...	...	...	2	1	4	4	...	...	...	...	...	...	1
Chinguacousey	27	25	2	4	3	1	7	...	13	6	...	...	...	...	...	...	1
Gore of Toronto	8	8	...	3	8	...	3	1	1	3	...	...	...	...	...	...	...
Toronto	23	22	1	3	3	...	6	1	14	2	...	...	...	...	...	...	...
	82	79	3	11	10	1	21	5	34	20	...	...	...	...	...	...	2

COUNTY OF

Ancaster	19	15	4	1	1	...	3	1	6	5	1	1	...	...	1	...	1
Barton	6	6	...	2	2	...	1	...	3	1	...	...	...	...	..	...	1
Binbrooke	9	7	2	...	...	...	1	2	1	4	1	...	...	...	...	...	...
Brantford	23	18	5	2	2	...	7	...	2	8	2	...	...	1	...	...	3
Glandford	4	4	...	1	1	...	...	...	1	1	...	1	...	...	1	...	...
Onondaga	5	4	1	...	...	...	1	...	2	2	...	...	...	...	...	...	...
Saltfleet	11	9	2	1	1	...	1	1	3	4	2	...	...	...	...	...	...
	77	63	14	7	7	...	14	4	18	25	6	2	...	1	2	...	5

COUNTY OF

Beverley	19	14	5	...	...	...	2	1	11	3	2	...	...	...	...	...	...
Dumfries	25	21	4	1	1	...	3	...	17	1	3	...	...	...	...	1	...
Esquesing	20	16	5	7	5	2	7	...	10	3	...	...	...	...	...	...	...
Flamborough, East	5	5	...	1	1	...	...	...	3	1	...	...	...	...	...	1	...
" West	9	9	...	2	2	...	...	3	4	1	...	1	...	...	...	...	...
Nassagaweya	9	9	...	...	...	...	2	...	7	...	...	...	...	...	...	...	...
Nelson	16	14	2	2	2	...	7	...	4	5	...	...	...	...	...	...	...
Trafulgar	24	24	...	7	7	...	10	2	8	3	...	...	...	...	...	1	...
	127	112	15	20	18	2	31	6	64	17	5	1	...	...	...	3	...

COUNTY OF

Caistor	10	6	4	...	...	...	2	...	...	8	...	...	...	...	...	...	...
Clinton	11	10	1	...	...	...	1	...	1	6	1	...	...	...	...	2	...
Gainsborough	15	8	7	3	2	1	...	1	4	7	1	...	...	...	1	...	1
Grantham	13	10	3	2	1	1	6	1	2	1	2	...	...	1	...	...	...
Grimsby	16	7	9	3	1	2	1	2	2	8	3	...	...	...	...	...	...
Louth	7	6	1	...	...	...	1	1	2	2	...	...	...	...	...	...	1
Niagara	9	5	4	3	...	3	3	...	4	1	1	...	...	...	...	...	...
	81	52	29	11	4	7	14	5	15	33	8	...	...	1	1	2	2

for 1850.—Table D.—(*Continued.*)

West Riding.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£32 8 0	£ 0 0 0	£45 13 0	£ 0 0 0	£31 18 6	1	...	11	12	...	5	7	1	...
33 9 6	0 0 0	40 1 0	0 0 0	23 16 3	...	...	12	12	...	...	...	...	...
32 17 4	0 0 0	45 2 9	38 19 9	32 5 0	...	...	27	27	3	5	19	1	...
0 0 0	0 0 0	45 18 6	0 0 0	40 0 0	2	...	6	8	3	5	...	...	...
0 0 0	0 0 0	51 6 1	0 0 0	30 2 0	...	...	23	23	8	4	11	2	...
32 18 3	0 0 0	45 12 3	38 19 9	31 12 4	3	...	79	82	14	19	37	4	...

WENTWORTH.

£46 10 0	£ 0 0 0	£54 7 9	£31 0 0	£44 18 0	15	...	4	19	2	9	5	4	1
0 0 0	0 0 0	55 10 0	0 0 0	37 0 0	...	...	6	6	1	5	...	1	...
30 0 0	0 0 0	49 0 0	36 0 0	29 14 9	3	...	6	9	3	2	1	...	...
40 0 0	0 0 0	59 5 9	34 0 0	37 17 0	7	...	16	23	...	...	...	1	...
0 0 0	0 0 0	59 15 7	0 0 0	42 19 6	4	...	...	4	2	2	2	...	2
0 0 0	0 0 0	54 10 0	36 0 0	31 0 0	...	...	5	5	1	2	3	...	...
0 0 0	0 0 0	57 8 9	33 0 0	40 15 7	5	...	6	11	5	5	...	2	...
38 16 8	0 0 0	54 14 0	34 0 0	37 15 0	34	...	43	77	14	25	11	8	3

HALTON.

£42 0 0	£ 0 0 0	£51 8 8	£33 6 0	£31 5 4	...	...	19	19	2	6	7	4	...
37 10 0	0 0 0	59 0 0	35 0 0	44 18 0	...	..	25	25	8	8	3	2	...
33 11 0	0 0 0	54 6 8	42 0 0	40 7 0	1	...	19	20	...	...	...	3	...
50 0 0	0 0 0	56 17 7	0 0 0	48 3 6	...	...	5	5	...	...	...	1	...
0 0 0	0 0 0	60 13 4	0 0 0	52 16 0	...	...	9	9	3	5	1	2	...
34 13 9	0 0 0	49 0 0	0 0 0	26 7 4	2	...	7	9	...	4	3	...	...
40 0 0	0 0 0	54 6 8	41 5 0	34 7 0	...	...	16	16	2	4	8	...	...
0 0 0	0 0 0	58 8 8	0 0 0	48 10 0	1	...	23	24	2	5	11	2	...
39 12 5	0 0 0	55 10 2	37 17 9	40 17 0	4	...	123	127	17	32	33	14	...

LINCOLN.

£48 0 0	£22 10 0	£49 10 0	£26 2 6	£26 12 9	...	...	10	10	...	...	...	2	...
52 7 6	0 0 0	66 12 6	45 0 0	45 16 7	...	...	11	11	5	5	...	3	1
37 10 0	28 15 0	53 1 0	30 19 4	25 3 0	11	...	4	15	...	...	...	3	...
40 10 0	0 0 0	66 0 0	34 10 0	50 0 2	6	...	7	13	1	8	...	3	...
35 4 2	33 3 4	58 14 3	33 0 0	30 18 0	13	...	3	16	1	12	...	...	2
44 13 4	40 10 0	56 1 2	0 0 0	32 1 0	...	...	7	7	...	7	...	2	...
55 10 0	30 0 0	59 15 0	49 15 0	41 14 2	7	...	2	9	1	5	3	1	...
46 7 0	30 19 8	58 10 6	36 11 2	36 0 0	37	...	44	81	8	37	3	14	3

PART II.—STATISTICAL SCHOOL REPORT

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not rep'd.
Bertie	18	15	3	3	3	...	10	1	2	5	...	...	...	...	...	...	...
Crowland	16	11	5	5	2	3	3	...	2	8	2	...	...	1	...	...	...
Humberstone	8	7	1	2	2	...	1	...	1	1	4	...	...	...	1	...	...
Pelham	16	12	4	1	1	...	3	...	1	4	5	1	...	2	...	..	...
Stamford	15	10	5	8	4	4	3	...	5	5	1	..	1	...	...	...	...
Thorold	17	11	6	5	2	3	5	...	5	3	2	...	...	1	...	...	1
Wainfleet	12	7	5	3	2	1	1	3	...	4	3	...	...	...	...	...	1
Willoughby	9	7	2	...	...	...	1	1	5	2	...	...	...	...	...	...	..
	111	80	31	27	16	11	27	5	21	32	17	1	1	4	1	...	2

COUNTY OF

Canborough	7	6	1	1	1	...	...	...	...	6	1	...	...	...	...	...	...
Cayuga, North	8	6	2	...	...	...	2	...	2	3	...	...	...	...	1	...	...
" South	3	3	...	...	...	...	1	...	1	1	...	...	...	...	..	...	...
Dunn	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Moulton and Sherbrooke	8	6	2	1	1	...	5	...	1	...	1	...	...	...	...	1	...
Oneida	6	6	...	...	...	...	2	...	1	2	...	...	...	...	1	...	...
Rainham	10	6	4	1	1	...	1	...	...	7	1	...	...	...	1	...	...
Seneca	12	11	1	...	...	...	7	1	1	1	...	...	...	...	...	...	2
Walpole	13	9	4	...	...	...	5	2	1	3	...	1	...	...	1	...	..
	68	54	14	3	3	...	24	3	7	23	3	1	...	...	4	1	2

COUNTY OF

Charlotteville	16	11	5	2	2	...	4	...	...	5	6	...	..	...	...	...	1
Houghton	7	3	4	...	...	...	1	...	1	3	2	...	...	...	...	...	...
Middleton	8	6	2	...	...	...	3	...	...	4	...	...	...	...	...	...	1
Townsend	42	26	16	6	5	1	7	3	...	11	20	1	...	...	...	...	...
Walsingham	23	11	12	4	4	...	1	...	4	12	5	1	...	...	...	...	...
Windham	18	12	6	2	2	...	5	...	1	3	6	3	...	...	...	...	...
Woodhouse	14	8	6	7	6	1	...	...	3	7	2	1	...	...	...	1	...
	128	77	51	21	19	2	21	3	9	45	41	6	...	...	...	1	2

COUNTY OF

Blandford	7	6	1	1	...	1	1	...	4	2	...	...	...	...	...	...	...
Blenheim	24	16	8	2	1	1	5	...	8	7	2	1	...	...	...	...	1
Burford	22	17	5	5	5	...	6	...	...	5	6	4	...	1	...	...	...
Dereham	18	12	6	2	1	1	1	1	...	12	4	...	...	...	...	...	...
Nissouri	20	11	9	...	...	...	5	...	4	8	3	...	..	...	...	...	...
Norwich	34	21	13	3	3	...	3	2	4	7	7	5	...	5	...	...	1
Oakland	6	5	1	1	1	...	...	...	...	1	2	3	...	...	...	...	...
Oxford, North	9	7	2	...	...	...	3	2	2	1	1	...	...	...	...	...	...
" East	12	9	3	1	1	...	3	...	1	5	2	1	...	...	...	...	...
" West	12	8	4	3	3	...	2	...	3	3	2	...	...	...	...	2	...
Zorra, East	13	10	3	1	1	...	1	...	5	2	4	1	...	...	...	...	...
" West	16	14	2	1	1	...	3	2	9	1	1	...	...	...	...	...	...
	193	136	57	20	17	3	33	7	40	54	34	15	...	6	...	2	2

for 1850.—Table D.—(*Continued.*)

WELLAND.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£45 0 0	£25 0 0	£65 0 0	£ 0 0 0	£35 18 6	9	...	9	18	2	6	6	...	...
37 11 0	24 0 0	52 0 0	39 5 0	22 1 10	9	...	7	16	3	3	3	...	...
33 0 0	29 5 0	62 17 0	0 0 0	28 7 0	7	...	1	8	...	...	...	...	...
60 0 0	28 0 0	69 0 0	40 0 0	41 16 4	6	...	10	16	5	5	1	3	...
46 15 0	24 0 0	68 13 9	50 15 0	45 3 4	6	...	9	15	...	...	...	1	...
57 0 0	27 0 0	63 0 0	42 0 0	40 4 0	8	...	9	17	5	4	2	1	...
31 10 0	40 15 9	60 4 0	42 0 0	26 18 10	2	...	10	12	...	3	...	1	...
0 0 0	27 0 0	51 8 3	0 0 0	41 18 6	4	...	5	9	...	4	1	...	...
44 8 0	28 2 6	61 10 4	42 16 0	35 16 0	51	...	60	111	15	25	13	6	...

HALDIMAND.

£23 0 0	£ 0 0 0	£52 8 0	£27 0 0	£25 5 2	6	...	1	7	1	4	1	...	...
48 0 0	0 0 0	50 5 0	33 7 6	33 14 9	4	...	4	8	...	3	3	...	...
0 0 0	0 0 0	51 10 0	0 0 0	32 18 3	...	...	3	3	...	...	3	...	...
0 0 0	0 0 0	50 0 0	0 0 0	25 18 6	1	...	...	1	...	...	1	...	...
37 16 8	24 15 9	65 10 0	0 0 0	31 6 1	...	...	8	8	...	...	...	1	...
0 0 0	25 0 0	49 0 0	0 0 0	33 10 2	1	...	5	6	1	5	...	...	...
42 4 0	23 16 0	53 15 0	0 0 0	27 6 1	6	...	4	10	3	3	2	3	...
30 0 0	0 0 0	51 17 7	30 0 0	30 10 5	...	...	12	12	...	...	...	...	...
39 6 8	15 0 0	50 0 0	32 10 0	24 0 8	2	...	11	13	1	5	5	...	...
38 7 10	22 3 0	52 14 0	30 14 4	29 7 9	20	...	48	68	6	20	15	4	...

NORFOLK.

£30 15 0	£21 12 0	£56 0 0	£ 0 0 0	£24 2 0	...	...	16	16	...	...	...	...	...
0 0 0	28 0 0	60 0 0	33 0 0	21 11 2	...	...	7	7	...	...	...	...	...
0 0 0	0 0 0	42 6 0	21 0 0	16 3 8	2	...	6	8	1	2	4	...	...
45 12 6	18 19 2	59 17 6	29 8 4	22 1 5	7	...	35	42	...	...	...	...	...
0 0 0	0 0 0	58 14 6	27 0 0	17 4 5	21	2	...	21	4	12	5	...	1
43 10 0	25 0 0	53 10 3	25 10 0	22 12 3	9	...	9	18	2	6	3	...	...
42 0 0	30 0 0	55 13 10	35 5 0	38 10 7	...	...	14	14	3	...	...	...	...
40 9 4	24 14 3	55 3 2	28 10 6	23 3 7	39	2	87	126	10	20	12	...	1

OXFORD.

£ 0 0 0	£25 0 0	£46 9 4	£ 0 0 0	£21 6 8	...	...	7	7	...	4	1	...	...
36 0 0	26 13 4	52 1 5	35 18 4	22 9 4	5	...	19	24	6	5	8	2	...
36 10 0	24 16 6	53 0 0	31 13 4	20 14 6	3	1	18	21	3	7	11	...	1
34 17 4	21 10 0	47 10 5	26 0 0	22 15 4	2	...	16	18	...	5	6	...	...
33 0 0	22 19 1	40 19 6	25 10 0	18 5 2	...	...	20	20	...	7	8	2	...
40 1 2	24 18 6	55 3 3	27 5 0	20 8 0	19	...	15	34	4	8	6	...	1
48 0 0	0 0 0	50 16 7	0 0 0	25 10 0	3	...	3	6	...	5	...	1	...
34 7 6	24 0 0	53 5 0	36 0 0	19 16 6	8	...	1	9	...	2	4	...	...
0 0 0	0 0 0	49 3 2	27 18 6	32 14 9	...	...	12	12	2	4	3	1	1
44 0 0	0 0 0	68 18 0	32 6 8	42 5 0	...	...	12	12	2	3	1	2	...
36 0 0	36 0 0	45 17 2	33 4 6	28 10 0	1	1	11	12	1	5	2	2	...
33 19 4	16 17 0	40 12 5	0 0 0	27 6 9	...	...	16	16	1	...	13	...	...
37 13 6	24 15 0	50 6 4	30 3 0	25 3 6	41	2	150	191	19	55	63	10	3

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
	Total.	Male.	Female.	Trained at the Normal School.			Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
				Total.	Male.	Female.											
Amaranth	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Arthur	4	4	...	...	...	...	4	...	...	...	...	...	...	..	...	...	...
Bentinck and Glenelg	3	3	...	...	...	...	1	...	1	...	...	...	...	...	...	...	1
Derby and Sydenham	4	4	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...
Egremont	Not reported.																
Eramosa	5	5	...	...	...	...	1	1	1	...	...	1	...	1	...	...	...
Erin	13	12	1	...	...	...	1	...	7	4	1	...	...	...	...	...	...
Garafraxa	6	5	1	...	...	...	3	...	1	1	1	...	...	...	...	...	...
Guelph	9	9	...	...	...	...	3	2	2	2	...	...	...	...	...	...	..
Holland	3	3	...	...	...	...	1	...	2	...	...	...	...	..	...	..	...
Peel and Maryborough	4	3	1	...	...	...	...	1	1	2	...	...	...	...	...	...	...
Melanethon	Not reported.																
Nichol	6	6	...	...	...	...	...	1	3	..	1	...	...	...	...	1	...
Normanby	Not reported.																
Puslinch	12	12	...	1	1	...	2	3	6	...	...	...	...	...	...	1	...
Sullivan	2	2	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...
Waterloo	33	26	7	5	5	...	4	3	7	3	3	...	...	...	...	6	7
Wellesley	13	13	...	...	...	...	2	2	3	1	1	...	3	...	...	1	...
Wilmot	19	19	...	...	...	...	1	2	7	...	...	...	9	...	...	...	...
Woolwich	9	9	...	1	1	...	...	2	4	2	...	...	...	...	...	...	1
	146	136	10	7	7	...	24	17	51	15	7	1	12	1	...	9	9

COUNTY OF

Adelaide	9	8	1	1	1	...	5	1	1	2	...	...	...	...	...	...	...
Aldborough	7	7	...	...	...	...	2	...	4	...	1	...	...	...	...	...	..
Bayham	15	11	4	2	2	...	5	...	...	6	4	...	...	...	...	...	...
Carradoc	9	8	1	1	1	...	...	1	...	6	2	...	...	...	...	...	...
Delaware	4	4	...	1	1	...	1	1	1	...	1	...	...	...	...	...	...
Dorchester	17	12	5	2	2	...	2	..	1	8	2	...	...	...	...	2	2
Dunwich	8	8	...	...	...	...	2	...	5	1	...	...	...	...	...	...	...
Ekfrid	8	8	...	...	...	...	...	...	6	...	1	...	...	1	..	...	...
Lobo	12	10	2	5	4	1	1	1	7	...	3	...	...	...	...	...	...
London	29	26	3	2	2	...	8	2	8	10	1	...	...	...	...	...	...
Malahide	20	15	5	1	1	...	3	...	...	1	9	...	...	1	1	...	5
Metcalfe	4	4	...	...	...	...	2	1	1	...	...	...	...	...	...	...	...
Mosa	12	11	1	...	...	...	5	...	5	1	1	...	...	...	...	...	...
Southwold	20	15	5	1	1	...	2	..	5	4	6	2	...	...	...	...	1
Westminster	23	21	2	1	...	1	6	2	11	3	1	...	...	...	...	...	...
Williams	6	6	...	1	1	...	...	...	6	...	...	...	...	...	...	...	...
Yarmouth	30	26	4	...	...	...	8	1	8	6	3	...	...	...	...	...	4
	233	200	33	18	16	2	52	10	69	48	35	2	...	2	1	2	12

COUNTY OF

Ashfield	3	...	3	1	...	1	1	1	1	...	...	...	...	...	...	...	...
Biddulph	3	3	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...
Colborne	2	2	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...
Goderich	8	8	...	...	...	...	4	...	3	...	...	1	...	...	...	...	...
Hullet	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
McGillivray	5	4	1	...	...	...	4	...	...	1	...	...	...	...	...	...	...
McKillop	3	3	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1
Stanley	6	6	...	1	1	...	2	2	2	...	...	...	...	...	...	...	...
Stephen	1	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Tuckersmith	3	3	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...
Usborne	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Wawanosh	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
	37	33	4	2	1	1	14	5	13	2		2					1

for 1850.—Table D.—(*Continued.*)

WATERLOO.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers	No. of good, or 1st class	No. of middling, or 2nd class.	No. of inferior, or 3rd class	No. of Free Schools.	No. of separate Schools.
£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£15 7 6	...	...	1	1	...	...	...	...	...
20 0 0	0 0 0	0 0 0	0 0 0	18 5 8	1	...	3	4	...	1	2	...	...
0 0 0	0 0 0	46 13 4	0 0 0	17 17 8	...	...	3	3	...	...	...	...	...
0 0 0	0 0 0	59 2 0	0 0 0	27 10 0	...	...	4	4	...	2	2	1	...
0 0 0	0 0 0	45 3 4	0 0 0	42 8 9	3	...	2	5	2	3	...	...	...
30 13 0	31 10 0	46 8 4	0 0 0	13 14 6	...	...	13	13	...	...	...	...	...
39 0 0	0 0 0	48 0 0	30 0 0	17 1 4	...	...	6	6	...	...	...	...	...
0 0 0	0 0 0	56 9 4	0 0 0	13 14 6	7	...	9	2	...	...	...	1	...
25 0 0	0 0 0	27 0 0	0 0 0	6 10 7	2	...	3	1	...	...	3	...	...
37 12 0	26 12 6	42 10 0	0 0 0	21 1 6	1	...	4	3	...	4	...	1	...
0 0 0	0 0 0	55 16 4	0 0 0	53 9 5	5	...	1	6	2	...	4	...	1
28 12 8	0 0 0	44 5 0	0 0 0	30 1 1	5	...	7	12	...	...	...	...	...
27 0 0	0 0 0	37 4 10	0 0 0	24 4 10	2	...	...	2	...	...	2	...	...
0 0 0	0 0 0	54 5 2	31 5 0	35 17 0	...	...	33	33	5	15	8	5	1
34 0 0	0 0 0	43 2 6	0 0 0	20 2 6	7	2	4	11	...	...	...	...	2
0 0 0	24 0 0	42 4 6	0 0 0	28 7 7	17	...	2	19	...	12	6	1	1
0 0 0	0 0 0	43 11 0	0 0 0	27 8 7	...	...	9	9	...	...	9	2	...
30 4 8	27 7 6	46 2 4	30 12 6	24 6 0	50	2	94	144	9	37	36	11	5

MIDDLESEX.

£39 0 0	£24 15 0	£46 10 0	£ 0 0 0	£26 13 0	...	...	9	9	...	...	...	1	...
37 10 0	0 0 0	39 0 0	0 0 0	11 8 8	...	...	7	7	3	...	1	...	...
36 0 0	0 0 0	56 12 6	31 1 8	25 3 5	8	...	7	15	2	6	6	...	...
34 6 0	0 0 0	48 15 0	0 0 0	22 15 8	...	...	9	9	...	...	5	...	...
36 0 0	0 0 0	54 16 10	30 0 0	37 2 6	2	...	2	4	...	2	2	...	...
33 10 3	24 0 0	55 12 6	32 10 0	20 3 9	4	...	13	17	4	9	2	...	...
35 0 0	0 0 0	45 0 0	0 0 0	22 14 10	8	...	...	8	...	5	3	1	...
34 5 10	0 0 0	42 3 0	0 0 0	19 13 9	8	...	...	8	2	2	4	...	...
31 11 8	25 12 6	48 9 0	36 0 0	30 1 5	...	...	12	12	...	...	...	...	...
35 12 0	21 0 0	44 6 5	21 12 10	28 8 10	22	...	7	29	8	8	4	...	1
36 0 0	28 0 0	56 3 8	31 14 3	23 10 2	...	...	20	20	...	...	...	...	...
18 0 0	0 0 0	42 0 0	0 0 0	22 5 0	4	...	...	4	...	...	4	...	...
24 10 0	0 0 0	45 0 0	21 0 0	23 3 0	11	...	1	12	1	...	9	1	1
0 0 0	0 0 0	49 1 9	26 8 0	31 12 9	2	...	18	20	5	8	5	...	...
37 3 7	27 0 0	44 1 6	30 0 0	23 14 8	4	...	19	23	1	23	1	3	1
33 6 0	0 0 0	45 4 0	0 0 0	14 0 0	...	...	6	6	1	3	2	...	...
34 5 8	27 0 0	54 18 9	39 2 6	30 7 0	...	...	30	30	...	23	5	...	1
33 6 4	23 18 2	47 16 0	29 19 0	24 5 9	73	...	160	233	27	89	53	6	4

HURON.

£ 0 0 0	£ 0 0 0	£ 0 0 0	£25 0 0	£12 0 0	...	...	3	3	...	...	...	...	...
34 19 7	0 0 0	0 0 0	0 0 0	26 8 0	...	...	3	3	...	3	...	...	...
0 0 0	0 0 0	40 0 0	0 0 0	22 4 5	...	...	2	2	...	...	...	...	...
28 3 5	0 0 0	35 1 2	0 0 0	26 1 0	...	...	8	8	...	...	...	...	...
0 0 0	0 0 0	40 0 0	0 0 0	30 13 3	...	...	1	1	...	...	...	...	...
33 0 0	0 0 0	46 0 0	24 12 6	34 5 6	2	...	3	5	...	3	2	...	...
0 0 0	0 0 0	42 10 0	0 0 0	29 8 10	...	...	3	3	...	...	...	...	...
0 0 0	0 0 0	45 2 8	0 0 0	24 8 0	4	...	2	6	...	2	3	...	...
0 0 0	0 0 0	30 0 0	0 0 0	21 13 7	...	...	1	1	...	...	1	...	...
0 0 0	0 0 0	47 6 8	0 0 0	26 13 3	2	...	1	3	1	2	...	...	...
0 0 0	0 0 0	0 0 0	0 0 0	25 19 9	...	...	1	1	...	...	1	...	...
0 0 0	0 0 0	0 0 0	0 0 0	12 9 0	...	...	1	1	...	...	...	...	...
32 1 0	0 0 0	40 15 0	24 16 3	24 6 7	8	...	29	37	1	10	7	...	...

PART II.—STATISTICAL SCHOOL REPORT

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	Teachers.						Their Religious Faith.										
	Total.	Male.	Female.	Trained at the Normal School			Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not reptd.
				Total.	Male.	Female.											
Blanchard	9	7	2	1	...	1	3	...	4	2	...	...	...	...	...	...	...
Downie	7	7	...	1	1	...	4	1	...	...	...	...	...	...	...	...	2
Easthope, North	7	7	...	1	1	...	...	1	4	...	...	...	2	...	...	...	...
" South	5	5	...	1	1	...	...	2	1	...	1	...	1	...	...	...	...
Ellice	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Fullarton	3	3	...	1	1	...	2	...	1	...	...	...	...	...	...	...	...
Logan	1	...	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...
	34	31	3	6	4	2	12	4	10	2	1	...	3	...	...	...	2

COUNTY OF

Kincardine	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...

COUNTY OF

Camden and Zone	10	6	4	1	1	...	3	...	...	6	1	...	...	...	...	...	...
Chatham	7	5	2	1	...	1	1	...	2	1	1	...	...	...	...	...	2
Dover, East and West	3	3	...	...	...	...	...	...	2	...	...	1	...	...	...	...	...
Harwich	10	10	...	1	1	...	3	1	4	...	1	...	...	...	...	...	1
Howard	15	10	5	...	...	...	2	2	2	8	1	...	...	...	...	...	...
Orford	6	5	1	...	...	...	...	...	3	...	3	...	...	...	...	...	...
Raleigh	14	11	3	...	...	...	2	...	1	5	2	3	...	...	...	1	...
Romney	3	2	1	...	...	...	...	...	...	3	...	...	...	...	...	...	...
Tilbury, East	3	3	...	...	...	...	1	...	2	...	...	...	...	...	...	...	...
" West	2	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...
	73	57	16	3	2	1	12	4	17	23	9	4	...	...	...	1	3

COUNTY OF

Anderton	2	1	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...
Colchester	8	5	3	...	...	...	4	1	1	1	1	...	...	...	...	...	...
Gosfield	7	4	3	...	...	...	5	1	...	...	1	...	...	...	...	...	...
Maidstone	4	4	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...
Malden	11	8	3	...	...	...	...	6	4	1	...	...	...	...	...	...	...
Mersea	7	5	2	...	...	...	3	...	...	3	1	...	...	...	...	...	...
Rochester	3	3	...	...	...	...	...	2	...	...	...	1	...	...	...	...	...
Sandwich	11	10	1	...	...	...	...	11	...	...	...	...	...	...	...	...	...
	53	40	13	...	...	...	13	24	7	5	3	1	...	...	...	...	...

COUNTY OF

Bosanquet	2	1	1	...	...	...	1	...	...	1	...	...	...	...	...	...	...
Brooke	3	3	...	...	...	...	1	...	1	1	...	...	...	...	...	...	...
Dawn	2	2	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...
Euphemia	9	7	2	...	...	...	2	1	4	2	...	...	...	...	...	...	...
Moore	6	4	2	...	...	...	1	1	1	1	...	2	...	...	...	...	...
Plympton	7	5	2	...	...	...	1	...	4	1	1	...	...	...	...	...	...
Sarnia	2	...	2	...	...	...	1	...	1	...	...	...	...	...	...	...	...
Sombra	7	5	2	...	...	...	2	...	4	1	...	...	...	...	...	...	...
Warwick	10	10	...	...	...	...	2	1	2	4	...	...	...	...	...	...	1
	48	37	11	...	...	...	12	3	18	11	1	2	...	...	...	...	1

for 1850.—Table D.—(*Continued.*)

PERTH.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£ 0 0 0	£ 0 0 0	£36 17 2	£30 0 0	£12 6 5	6	...	3	9	...	4	3	...	...
27 0 0	0 0 0	61 10 0	0 0 0	26 12 3	7	...	...	7	...	3	4	1	...
0 0 0	0 0 0	46 5 9	0 0 0	23 2 0	7	...	...	7	4	...	3	...	...
0 0 0	0 0 0	37 5 6	0 0 0	15 4 6	3	...	2	5	1	...	4	...	1
0 0 0	0 0 0	42 10 0	0 0 0	30 17 10	2	...	...	2	...	1	1	...	..
0 0 0	0 0 0	39 6 8	0 0 0	14 5 5	3	...	...	3	...	3	...	...	...
0 0 0	0 0 0	0 0 0	36 0 0	25 4 10	...	...	1	1	...	1	...	...	...
27 0 0	0 0 0	43 19 2	33 0 0	21 2 0	28	...	6	34	5	12	15	1	1

BRUCE.

£30 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£13 12 8	...	...	1	1	...	..	...	...	...

KENT.

£ 0 0 0	£ 7 0 0	£44 13 4	£ 0 0 0	£18 5 8	6	...	4	10	1	1	6	...	1
25 0 0	25 0 0	41 15 10	0 0 0	34 15 2	...	...	7	7	1	3	3	1	...
30 0 0	0 0 0	49 4 0	0 0 0	30 17 6	2	...	1	3	...	1	2	...	...
31 8 0	0 0 0	44 10 0	0 0 0	19 14 3	5	...	5	10	...	...	5	...	...
40 10 0	18 6 8	45 12 6	24 0 0	19 18 3	4	...	11	15	3	3	7	2	...
37 2 10	0 0 0	42 6 8	24 0 0	22 10 9	2	...	4	6	1	3	2	...	...
0 0 0	0 0 0	45 18 0	37 19 8	35 18 0	11	...	3	14	3	7	4	2	...
36 0 0	15 10 0	45 0 0	0 0 0	18 10 0	1	...	2	3	...	...	2	...	...
0 0 0	0 0 0	40 0 0	0 0 0	17 8 0	1	...	2	3	...	...	1	...	...
0 0 0	0 0 0	36 7 4	0 0 0	18 3 8	...	...	2	2	...	...	...	...	...
33 6 9	19 12 2	43 10 8	28 10 2	23 12 0	32	...	41	73	9	18	32	5	1

ESSEX.

£ 0 0 0	£18 0 0	£43 10 9	£ 0 0 0	£28 10 8	2	...	...	2	...	1	1	...	...
39 11 10	20 0 0	54 5 0	34 0 0	28 15 8	5	...	3	8	2	4	2	1	...
0 0 0	0 0 0	49 8 0	27 13 2	33 9 0	6	...	1	7	1	2	3	1	...
31 6 3	0 0 0	0 0 0	0 0 0	20 12 0	4	...	...	4	...	...	4	...	...
0 0 0	0 0 0	0 0 0	0 0 0	39 10 0	6	...	5	11	...	5	6	...	1
0 0 0	23 2 6	47 16 3	0 0 0	43 12 0	...	...	7	7	...	3	3	...	...
34 12 9	0 0 0	0 0 0	0 0 0	20 4 4	2	...	1	3	...	2	1	...	...
29 0 0	0 0 0	55 19 2	0 0 0	31 12 0	...	...	11	11	2	6	...	...	...
33 12 9	30 11 3	50 3 8	30 16 7	30 15 8	25	...	28	53	5	23	20	2	1

LAMBTON.

£31 10 0	£12 10 0	£ 0 0 0	£ 0 0 0	£18 13 6	2	...	...	2	...	1	1	...	...
27 0 0	0 0 0	0 0 0	0 0 0	15 0 0	3	...	...	3	1	1	1	...	...
0 0 0	0 0 0	30 0 0	0 0 0	£15 18 9	2	...	...	2	...	1	1	...	...
22 10 0	15 0 0	41 8 0	21 0 0	19 5 0	8	...	1	9	...	1	6	...	...
0 0 0	0 0 0	43 14 9	18 0 0	26 19 0	5	...	1	6	...	1	4	1	...
0 0 0	15 0 0	36 1 0	31 0 0	17 5 6	2	...	5	7	...	4	3	...	...
0 0 0	0 0 0	0 0 0	36 15 0	36 15 0	2	...	...	2	...	...	1	...	...
28 10 0	21 0 0	52 10 0	24 0 0	32 0 0	...	...	7	7	...	...	...	...	...
28 0 0	0 0 0	35 2 0	0 0 0	20 9 0	...	...	10	10	...	3	7	...	...
27 10 0	15 17 6	39 16 0	26 3 0	22 9 6	24	...	24	48	1	12	24	1	...

PART II.—Statistical School Report

CITIES, TOWNS, AND VILLAGES, IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School.													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian	Reported as "Protestant."	Other persuasions, and those not reptd
Cities.																	
Toronto	17	16	1	8	7	1	4	3	3	2	2	3	...	...	...	...	...
Hamilton	6	6	...	...	...	...	2	1	3	...	..	...	...	...	...	...	...
Kingston	13	7	6	...	...	...	4	3	3	3	...	...	...	...	..	...	...
	36	29	7	8	7	1	10	7	9	5	2	3	...	...	...	...	...
Towns.																	
Belleville	5	4	1	...	...	...	1	1	2	1	...	...	...	...	...	...	...
Brantford	3	2	1	2	1	1	1	...	1	1	...	.	...	...	...	...	...
Brockville	4	4	...	...	...	...	...	...	2	...	1	1	...	...	...	...	...
Bytown	9	5	4	...	...	...	...	6	...	..	...	...	...	...	...	3	...
Cobourg	5	5	...	..	...	...	2	1	2	...	...	...	...	...	..	...	...
Cornwall	4	2	2	...	...	...	3	1	...	...	...	...	...	...	...	...	...
Dundas	3	2	1	...	...	...	...	...	1	...	1	1	...	...	...	...	...
Goderich	2	1	1	...	...	...	1	...	1	...	...	...	...	...	...	...	...
London	6	3	3	6	3	3	2	1	1	2	...	...	...	...	...	...	...
Niagara	5	3	2	2	1	1	1	1	2	...	1	...	...	...	...	...	...
Peterborough	2	2	...	1	1	...	...	...	1	1	...	...	...	...	...	...	...
Picton	4	3	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...
Port Hope	4	3	1	...	...	...	1	...	1	1	...	...	...	...	...	2	...
Prescott	4	4	...	...	...	...	1	1	2	...	...	...	...	...	...	...	1
St. Catharines	6	5	1	...	...	...	...	2	...	...	...	...	...	...	...	4	...
	66	48	18	11	6	5	14	15	16	6	3	2	..	...	...	9	1
Villages.																	
Galt	1	1	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...
Oshawa	2	2	...	...	...	...	1	...	. .	...	...	..	...	...	...	1	...
Paris	2	2	...	1	1	...	...	...	2	...	...	...	...	...	...	...	...
Richmond	1	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Thorold	3	2	1	1	1	...	1	1	...	1	...	...	...	...	...	...	...
Woodstock	3	2	1	...	...	...	2	...	1	...	...	. .	...	...	...	...	...
	12	9	3	3	3	...	4	1	4	2	...	...	...	...	...	1	...

for 1850.—Table D.—(*Continued.*

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class	No. of Free Schools.	No. of separate Schools.
£ 0 0 0	£ 0 0 0	£109 12 3	£40 0 0	£103 3 0	16	...	1	17	1	10	3	14	1
0 0 0	0 0 0	111 17 5	0 0 0	111 17 5	0	...	6	6	1	3	2	...	...
0 0 0	0 0 0	80 0 0	50 0 0	64 14 4	11	...	2	13	...	13	...	...	2
0 0 0	0 0 0	100 9 10	45 0 0	93 5 0	27	...	9	36	2	26	5	14	3
£ 0 0 0	£ 0 0 0	£75 0 0	£75 0 0	£66 5 0	5	...	...	5	2	1	2	5	...
0 0 0	0 0 0	112 10 0	62 10 0	266 10 0	...	...	3	3	1	...	...	1	...
70 2 0	0 0 0	0 0 0	0 0 0	70 2 2	4	...	1	4	3	1	...	4	...
0 0 0	0 0 0	0 0 0	0 0 0	21 16 9	8	...	1	9	1	7	1	...	...
0 0 0	0 0 0	77 3 0	0 0 0	75 11 1	5	...	...	5	...	...	...	...	...
0 0 0	0 0 0	30 6 2	36 8 10	39 16 8	4	...	...	4	...	4	...	...	...
0 0 0	0 0 0	90 0 0	40 0 0	86 15 1	3	...	..	2	1	...	...	1	...
0 0 0	0 0 0	70 0 0	40 0 0	55 0 0	2	...	...	2	1	...	4	2	...
0 0 0	0 0 0	98 10 10	38 2 8	396 17 1	6	...	...	6	1	...	...	1	...
0 0 0	0 0 0	84 14 8	45 16 0	69 3 2	...	...	5	5	3	1	1	5	...
0 0 0	0 0 0	71 12 0	0 0 0	71 12 0	..	...	2	2	1	1	...	...	...
0 0 0	0 0 0	61 8 6	30 0 0	40 1 7	3	...	1	4	...	2	2	...	...
0 0 0	0 0 0	61 17 6	29 3 6	45 17 5	3	...	1	4	...	2	2	...	...
0 0 0	0 0 0	50 2 6	0 0 0	50 2 6	4	...	...	4	...	...	4	...	...
0 0 0	0 0 0	72 12 0	62 10 0	49 3 2	3	1	2	5	3	1	2	...	1
70 2 2	0 0 0	75 1 0	45 18 0	92 19 0	50	1	15	65	17	20	15	19	1
£ 0 0 0	£ 0 0 0	£168 1 3	£ 0 0 0	168 1 3	...	...	1	1	1	...	...	...	...
0 0 0	0 0 0	85 0 0	0 0 0	£50 15 5	...	...	2	2	1	2	...	1	...
0 0 0	0 0 0	88 16 10	0 0 0	83 10 0	...	...	2	2	...	...	...	...	...
0 0 0	0 0 0	0 0 0	31 16 2	26 10 2	...	...	1	1	...	...	1	...	...
0 0 0	0 0 0	63 9 4	60 9 0	60 13 7	2	...	1	3	2	1	...	...	...
0 0 0	0 0 0	85 5 9	58 0 0	76 3 9	...	...	3	3	...	3	...	...	...
0 0 0	0 0 0	98 2 8	50 1 9	77 12 4	2	...	10	12	4	6	1	1	...

COUNTIES, CITIES, TOWNS, AND VILLAGES IN UPPER CANADA.	Teachers.						Their Religious Faith.										
				Trained at the Normal School													
	Total.	Male.	Female.	Total.	Male.	Female.	Church of England	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Universalist and Unitarian.	Reported as "Protestant."	Other persuasions, and those not rep'd.
Stormont	55	34	21	1	1	..	15	10	19	7	3	1	...	...	...	...	...
Dundas	65	39	26	3	2	1	19	11	13	16	3	2	...	...	...	1	..
Glengarry	62	56	6	2	2	...	3	18	36	...	2	...	...	...	...	...	3
Prescott	41	28	13	1	1	...	6	9	10	13	1	2	...	...	...	...	...
Russell	9	5	4	...	...	...	4	...	2	2	...	...	...	...	...	...	1
Carleton	74	66	8	2	2	...	31	24	11	7	...	...	...	1	...	...	...
Leeds	169	115	54	6	5	1	34	11	34	73	14	..	2	1	...	...	...
Grenville	94	66	28	7	7	...	24	10	23	29	3	...	...	1	1	...	3
Lanark	102	89	13	4	4	...	32	8	43	11	4	1	...	...	...	1	2
Renfrew	26	25	1	...	...	...	8	3	13	1	...	...	...	...	1	...	...
Frontenac	83	56	27	...	...	...	15	18	16	28	...	...	...	1	...	...	5
Lennox	50	29	21	4	4	...	9	14	5	21	1	...	...	...	...	...	..
Addington	74	61	13	5	4	1	16	9	14	29	1	1	1	...	...	...	3
Hastings	141	104	37	5	5	...	24	28	21	56	4	4	...	...	...	2	1
Prince Edward	143	87	56	11	10	1	21	17	9	83	2	2	...	7	2	..	...
Northumberland	138	78	60	5	4	1	21	11	20	62	14	6	...	2	1	...	1
Durham	84	78	6	7	7	...	15	6	32	23	...	2	...	...	...	...	6
Peterborough	96	87	9	4	4	...	27	23	23	10	4	2	...	2	1	4	..
York—North Riding	92	80	12	9	9	...	30	11	19	17	1	1	...	4	4	2	3
" South "	77	69	8	11	11	...	26	3	20	17	2	2	...	2	...	4	1
" East "	90	73	17	17	12	5	18	2	25	19	4	2	...	1	...	9	10
" West "	82	79	3	11	10	1	21	5	34	20	...	...	...	...	...	...	2
Simcoe	105	98	7	9	9	...	46	15	28	12	...	2	...	1	...	...	1
Wentworth	77	63	14	[illegible]	7	...	14	4	18	25	6	2	...	1	2	...	5
Halton	127	112	15	20	18	2	31	6	64	17	5	1	...	...	..	3	...
Lincoln	81	52	29	11	4	7	14	5	15	33	8	...	...	1	1	2	2
Welland	111	80	31	27	16	11	27	5	21	32	17	1	1	4	1	...	2
Haldimand	68	54	14	3	3	...	24	3	7	23	3	1	...	...	4	1	2
Norfolk	128	77	51	21	19	2	21	3	9	45	41	6	...	..	...	1	2
Oxford	193	136	57	20	17	3	33	7	40	54	34	15	...	6	...	2	2
Waterloo	146	136	10	7	7	...	21	17	51	15	7	1	12	1	...	9	9
Middlesex	133	200	33	18	16	2	52	10	69	48	35	2	...	2	1	2	12
Huron	37	33	4	2	1	1	14	5	13	2	...	2	...	...	...	...	1
Perth	34	31	3	6	4	2	12	4	10	2	1	...	3	..	...	...	2
Bruce	1	1	...	...	...	...	...	1	...	...	..	...	...	...	...	...	...
Kent	73	57	16	3	2	1	12	4	17	23	9	4	...	...	...	1	3
Essex	53	40	13	...	...	..	13	24	7	5	3	1	...	...	...	...	...
Lambton	48	37	11	...	...	...	12	3	18	11	1	2	...	...	...	...	1
Cities in Upper Canada	36	29	7	8	7	1	10	7	9	5	2	3	...	...	...	...	...
Towns in do.	66	48	18	11	6	5	14	15	16	6	3	2	...	...	...	9	1
Villages in do.	12	9	3	3	3	...	4	1	4	2	...	...	...	...	...	1	..
Total, 1850	3476	2697	779	291	243	48	796	390	858	904	238	73	19	38	19	54	87
" 1849	3209	2505	704	Not reported.			737	335	751	727	206	52	6	26	3	33	333
Difference	267	192	75	...	...	...	59	55	107	177	32	21	13	12	16	21	246
							Increase.										Dec.

for 1850.—General Abstract—Table D.

Average Annual Salaries.				Average Amount received by each School for Teachers' Salaries.	Certificates.				Character and Description of Schools.				
Of Male Teachers with Board.	Of Female Teachers with Board.	Of Male Teachers without Board.	Of Female Teachers without Board.		No. of Certificates granted during the yr.	No. annulled during the year.	No. granted in former years.	No. of qualified Teachers.	No. of good, or 1st class.	No. of middling, or 2nd class.	No. of inferior, or 3rd class.	No. of Free Schools.	No. of separate Schools.
£ 27 12 3	£ 16 18 8	£ 41 12 0	£ 30 18 0	£23 0 0	...	...	55	55	16	11	4	..	...
32 1 9	18 10 4	43 12 9	25 11 8	20 5 0	29	1	35	64	8	9	19	...	...
23 12 2	0 0 0	40 14 3	24 11 8	25 18 7	19	...	43	62	6	17	24	...	...
30 0 0	17 1 3	31 0 0	30 0 0	20 12 8	29	...	12	41	5	6	17	..	1
27 19 6	21 0 0	32 7 2	25 17 4	15 7 0	4	...	5	9	...	7	2	...	...
31 10 8	18 4 4	48 4 8	19 15 0	23 15 3	34	1	39	73	6	43	25	...	...
30 17 7	18 16 0	42 3 8	27 3 9	20 12 7	83	...	86	169	7	53	50	19	1
26 9 0	22 13 6	40 5 4	23 17 9	21 14 0	34	...	60	94	9	12	17	20	...
26 2 6	0 0 0	42 5 9	0 0 0	28 9 10	77	...	25	102	14	41	36	5	...
29 0 0	19 9 0	40 0 0	25 4 9	27 6 0	10	1	15	25	3	10	5	1	1
37 17 2	20 18 0	61 17 6	35 5 0	24 4 0	57	...	26	83	3	30	38	8	...
30 2 8	18 19 0	49 7 0	33 9 10	24 18 4	5	...	45	50	7	18	11	11	...
32 16 2	19 7 9	48 9 0	29 0 0	23 11 9	31	...	43	74	7	20	15	3	1
37 12 4	19 9 8	52 18 0	28 16 8	20 6 9	16	1	124	140	19	51	31	9	4
30 0 0	19 11 8	49 9 5	27 11 4	25 7 8	55	2	86	141	26	32	40	16	2
33 6 0	23 15 0	45 9 0	27 7 2	23 3 7	80	1	57	137	17	41	45	12	5
27 13 0	21 8 7	38 7 8	21 8 4	33 10 2	33	...	51	84	19	26	34	6	2
31 13 5	22 9 0	44 5 4	32 10 0	20 17 8	23	1	72	95	...	23	48	6	...
32 0 0	0 0 0	54 4 2	29 3 10	22 2 3	18	...	74	92	7	19	8	4	...
34 5 7	20 5 0	48 6 8	28 10 0	41 11 4	6	...	71	77	8	12	14	6	1
32 18 3	... 0 0	45 12 3	38 19 9	35 4 10	2	...	88	90	17	41	25	6	...
28 15 5	... 0 0	41 9 0	28 12 5	31 12 4	3	...	79	82	14	19	37	4	...
38 16 8	... 0 0	54 14 0	34 0 0	21 18 0	25	...	80	105	10	55	30	...	1
39 12 5	... 0 0	55 10 2	37 17 9	37 15 0	34	...	43	77	14	25	11	8	3
46 7 0	30 19 1	58 10 6	36 11 2	40 17 0	4	...	123	127	17	32	33	14	...
44 8 0	28 2 6	61 10 4	42 16 0	36 0 0	37	...	44	81	8	37	3	14	3
38 7 10	22 3 0	52 14 0	30 14 4	35 6 0	51	...	60	111	15	25	13	6	...
40 9 4	24 14 3	55 3 2	28 10 6	29 7 9	20	..	48	68	6	20	15	4	...
37 13 6	24 15 0	50 6 4	30 3 0	23 3 7	39	2	87	126	10	20	12	...	1
30 4 8	27 7 6	46 2 4	30 12 6	25 3 6	41	2	150	191	19	55	63	10	3
33 6 4	23 18 2	47 16 0	29 19 0	24 6 0	50	2	94	144	9	37	36	11	5
32 1 0	0 0 0	40 15 0	24 16 3	24 5 9	73	...	160	233	27	89	53	6	4
27 0 0	0 0 0	43 19 2	33 0 0	24 6 7	8	...	29	37	1	10	7	...	...
30 0 0	0 0 0	0 0 0	0 0 0	21 2 0	28	...	6	34	5	12	15	1	1
33 6 9	19 12 2	43 10 8	28 10 2	13 12 8	...	...	1	1	...	...	...	...	...
33 12 9	30 11 3	50 3 8	30 16 7	23 12 0	32	...	41	73	9	18	32	5	1
27 10 0	15 17 6	39 16 0	26 3 0	30 15 8	25	...	28	53	5	23	20	2	1
0 0 0	0 0 0	100 9 10	45 0 0	22 9 6	24	...	24	48	1	12	24	1	...
70 2 2	0 0 0	75 1 0	45 18 0	23 5 0	27	...	9	36	2	26	5	14	3
0 0 0.	0 0 0	92 2 8	50 1 9	92 19 0	50	1	15	65	17	20	15	19	1
				77 12 4	2	...	10	12	4	6	1	1	...
33 7 0	21 9 0	52 4 0	31 1 0	30 10 5	1218	15	2243	3461	397	1063	933	252	45
40 8 4	25 17 0	58 11 5	35 15 7	not reported	1791	6	1256	3047	522	1284	1066	n. r.	59
7 1 4	4 8 0	6 7 5	4 14 7	... ...	573	9	987	414	125	221	133	...	14
		Decrease.					Increase.				Decrease.		

PART II.—STATISTICAL

TABLE E.—Kind, Sizes, and Condition of School Houses—Number erected

COUNTY OF

TOWNSHIPS IN U. CANADA	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Cornwall	...	3	5	14	5	3	...	...	...	2	4	2	3	1	...	...	...	2	18
Finch	..	...	1	6	2	...	...	...	...	1	2	...	1	1	...	...	...	...	6
Osnabruck	3	...	5	11	1	1	...	2	1	3	2	1	...	3	3	...	1	1	15
Roxborough	...	...	...	8	3	2	...	...	...	1	...	...	1	...	...	...	...	1	5
	3	3	11	39	11	6	...	2	1	7	8	3	5	5	3	...	1	4	44

COUNTY OF

Matilda	...	4	3	10	...	3	...	1	...	6	1	2	...	...	1	...	2	1	9
Mountain	...	1	1	9	1	2	1	3	...	1	1	...	...	...	...	1	1	...	6
Williamsburgh	...	1	4	15	2	2	...	1	...	5	2	...	1	1	3	...	1	2	11
Winchester	...	...	3	7	...	...	...	2	...	2	1	...	1	...	2	...	1	1	8
	...	6	11	41	3	7	1	7	...	14	5	2	2	1	6	1	5	4	34

COUNTY OF

Charlottenburgh	...	...	4	15	1	5	...	...	...	7	1	...	...	1	2	1	...	1	17
Kenyon	...	...	...	12	...	4	...	...	...	2	3	..	...	1	...	...	1	1	4
Lancaster	...	...	5	9	2	2	...	...	1	3	..	...	1	2	1	1	...	1	9
Lochiel	...	...	...	15	1	1	..	1	...	4	3	...	1	1	1	1	1	...	8
	...	...	9	51	4	12	...	1	1	16	7	...	2	5	4	3	2	3	38

COUNTY OF

Alfred	...	...	...	3	...	...	1	1	...	...	...	...	...	...	1	...	...	...	2
Caledonia	...	...	2	2	1	1	...	...	...	1	...	...		1	...	...	...	...	2
Hawkesbury, E	..	...	...	9	1	2	...	1	...	2	1	...	1	...	1	...	...	...	6
" W	...	2	2	6	2	1	...	1	...	...	2	...	...	...	1	...	1	2	7
Longueuil	1	...	2	2	...	...	...	...	...	...	1	...	...	...	2	..	1	1	3
Plantagenet, N	...	...	...	5	1	...	...	...	...	2	1	...	...	...	1	...	...	...	1
" S	...	...	...	1	...	...	..	...	...	...	..	...	...	1	...	...	..	...	...
	1	2	6	28	5	4	1	3	...	5	5	...	1	2	6	...	2	3	21

COUNTY OF

Clarence	...	...	...	2	1	...	...	...	...	1	...	...	...	...	...	...	...	..	2
Cumberland	...	...	...	4	1	1	...	1	...	...	1	...	...	...	...	...	...	...	2
Russell	...	...	1	2	...	...	...	1	...	1	...	...	...	...	1	...	...	...	2
	...	...	1	7	2	1	...	2	...	2	1	...	...	...	1	...	...	...	6

SCHOOL REPORT FOR 1850.

during the year—Amount available for erection and repairs—Titles.

STORMONT.

OF SCHOOL HOUSES.											ERECTION AND REPAIRS OF SCHOOL HOUSES.			TITLES.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
4	Not reported.			...		...	6	...	...	6	...	£ 0 0 0	£24 8 1	22	8	11	3
1	3	...	6	...	6	...	6	...	...	6	4	148 10 0	0 0 0	7	5	...	2
4	3	...	...	...	...	...	...	...	1	...	2	118 9 9	16 7 9	19	9	8	2
3	8	...	8	...	2	...	1	...	...	...	...	0 0 0	6 15 0	8	4	...	4
12	14	.	14	...	8	...	7	...	1	6	6	266 19 9	47 10 10	56	26	19	11

DUNDAS.

8	16	1	17	...	...	...	...	...	...	...	1	£100 0 0	£21 0 0	17	4	3	10
5	6	...	9	...	10	...	...	11	...	11	3	125 0 0	0 0 0	11	11	...	...
9	10	...	14	...	...	...	...	...	...	2	2	0 0 0	38 14 0	20	14	6	...
...	11	...	9	...	...	...	...	...	...	...	1	0 0 0	1 0 0	10	9	1	...
22	43	1	49	...	10	...	...	11	...	13	7	225 0 0	60 14 0	58	38	10	10

GLENGARRY.

2	18	1	15	...	...	...	4	15	...	19	...	£ 0 0 0	£11 9 10	19	4	15	...
8	11	1	11	1	...	12	...	12	...	12	2	55 0 0	24 2 6	12	8	4	...
5	12	2	8	6	10	4	6	8	2	12	...	0 0 0	3 8 0	14	6	8	...
6	Not reported.							...	...	...	3	38 10 0	8 0 0	14	7	7	...
21	41	4	34	7	10	16	10	35	2	43	5	93 10 0	47 0 4	59	25	34	...

PRESCOTT.

1	3	...	2	...	...	3	...	3	...	3	...	£ 0 0 0	£ 0 0 0	3	3	...	...
2	4	...	4	...	4	...	4	...	...	4	...	0 0 0	0 0 0	4	2	2	...
3	Not reported.										...	0 0 0	36 15 5	9	8	...	1
2	9	...	9	...	9	...	9	...	...	9	...	0 0 0	5 12 8	10	7	3	...
2	5	...	5	...	1	4	3	2	1	4	...	0 0 0	4 17 1	5	4	...	1
...	4	...	5	...	5	...	5	...	...	...	...	0 0 0	0 0 0	5	5	..	...
...	1	...	1	...	1	...	1	...	...	...	...	0 0 0	0 0 0	1	1	...	...
10	26	...	26	...	20	7	22	5	1	20	...	0 0 0	47 5 2	37	30	5	2

RUSSELL.

...	2	...	2	...	...	2	2	...	...	2	...	£ 0 0 0	£ 0 0 0	2	2	...	...
2	4	...	4	...	...	4	4	...	...	4	...	0 0 0	2 10 0	4	4	...	...
1	3	...	2	...	...	3	...	...	...	3	...	0 0 0	1 0 0	3	3	...	...
3	9	...	8	...	...	9	6	...	...	9	...	0 0 0	3 10 0	9	9	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																		
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20. ft.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Fitzroy	...	...	3	5	2	...	...	...	...	1	...	...	1	2	2	...	...	...	4
Gloucester	...	...	1	8	4	1	1	...	...	1	1	...	...	...	...	...	...	1	6
Goulbourne	...	...	...	9	3	3	...	...	...	1	...	...	..	...	1	...	...	1	6
Gower, North	...	...	...	8	...	...	...	...	...	5	1	1	...	...	...	...	...	1	4
Huntley	...	...	...	6	1	...	1	...	...	2	1	...	...	...	1	...	...	...	4
March (1849)	...	...	...	3	1	...	...	...	...	...	...	...	...	...	1	...	...	1	1
Marlborough	...	...	...	8	3	...	...	...	...	...	2	...	...	1	1	...	...	1	3
Nepean	...	...	...	12	1	...	1	...	...	6	1	...	....	...	...	1	1	1	12
Osgoode	...	..	...	10	3	...	1	1	...	3	...	...	...	...	...	1	...	1	7
Torbolton	...	...	...	1	...	1	...	...	...	...	...	..	...	.	...	...	...	...	...
	...	...	4	70	18	5	4	1	...	19	6	1	1	3	6	2	1	7	47

COUNTY OF

Bastard	...	5	3	8	1	1	1	1	...	1	2	1	...	1	2	...	1	4	11
Burgess, South	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1
Crosby, North	...	1	1	4	...	...	...	...	...	1	...	...	2	1	..	...	2	...	5
" South	...	2	1	3	1	...	...	...	...	...	3	...	...	...	...	...	1	1	4
Elizabethtown	1	10	8	9	...	1	1	1	...	3	8	2	2	1	4	...	...	5	17
Elmsley, South	...	...	...	6	2	1	...	...	...	...	...	...	...	...	3	...	...	...	1
Escott	...	1	3	5	2	1	..	...	...	1	1	1	...	...	1	...	...	2	6
Kitley	...	2	2	11	...	..	...	...	...	8	1	1	1	...	1	...	...	3	11
Lansdowne, front	...	...	2	6	...	...	...	...	...	3	3	...	...	...	1	...	1	...	2
Leeds, Front	...	1	2	3	2	...	...	...	...	2	...	...	...	...	1	...	...	1	1
Leeds & Lansd., Rr.	...	...	4	6	2	1	...	1	...	2	...	...	...	...	3	...	1	...	5
Yonge	2	4	8	6	2	1	1	...	...	4	...	1	...	1	6	...	...	4	5
	3	26	34	68	12	6	3	3	...	25	18	6	5	4	23	...	6	20	69

COUNTY OF

Augusta	...	11	2	9	1	2	...	1	1	1	6	1	...	...	1	...	8	...	17
Edwardsburgh	...	4	1	15	1	2	...	1	...	3	2	1	1	...	3	...	2	4	12
Gower, South	1	1	...	2	...	...	...	...	...	3	...	...	...	...	...	...	1	...	2
Oxford	1	3	1	14	1	3	...	1	...	6	5	...	...	...	2	...	...	1	11
Wolford	...	3	2	12	...	3	...	...	...	4	2	2	...	...	1	2	1	2	13
	2	22	6	52	3	10	...	3	1	17	15	4	1	...	7	2	12	7	55

COUNTY OF

Bathurst	...	...	1	9	...	...	2	2	1	2	...	1	...	...	1	...	...	1	6
Beckwith	...	1	1	9	1	...	1	...	1	1	2	1	...	...	1	...	1	2	8
Burgess, North	...	...	1	2	...	...	...	...	...	1	...	...	1	...	1	...	...	...	3
Dalhousie & Levant	...	...	...	7	3	...	1	1	...	...	2	...	...	...	...	...	...	...	2
Darling	...	...	...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Drummond	...	...	2	10	2	...	1	2	...	3	...	...	...	...	1	...	1	2	5
Elmsley, North	...	1	...	6	2	...	...	1	...	1	1	...	...	...	...	...	...	2	2
Lanark	...	...	2	9	2	...	...	2	...	3	2	1	...	...	1	...	...	...	9
Montague	...	2	...	14	3	...	...	1	...	3	1	...	3	...	1	...	...	4	11
Ramsay	...	...	...	13	2	...	...	1	...	...	2	...	2	1	3	...	...	2	9
Sherbrooke, N	...	...	...	3	1	..	...	...	...	...	...	...	...	...	...	...	...	2	2
Sherbrooke, S	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	4	7	86	19	1	5	10	2	14	10	3	6	1	9	...	2	15	58

for 1850.—Table E.—(*Continued.*)

CARLETON.

OF SCHOOL HOUSES.											ERECTION AND REPAIRS OF SCHOOL HOUSES.			TITLES.			
No. in bad repair.	No having one room only.	No. having more than one room.	No suitably furnished with desks, &c	No. not so furnished.	No. with proper facilities for ventilation	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
4	4	...	4	...	3	...	...	...	...	...	2	£65 0 0	£16 11 3	8	5	...	3
2	9	...	9	...	3	...	...	9	...	9	1	6 5 0	8 13 4	9	7	1	1
...	9	...	9	...	8	...	...	...	...	...	...	0 0 0	0 0 0	9	5	4	...
...	8	...	8	...	7	...	...	...	...	...	2	26 16 4	2 5 0	8	6	1	1
2	6	...	6	...	...	...	..	...	...	...	...	0 0 0	36 10 9	6	6	...	...
2	3	...	...	3	1	2	...	3	...	3	...	0 0 0	0 0 0	3	3	...	...
...	7	...	7	...	7	...	...	...	...	...	1	17 10 0	0 4 4	8	4	4	...
..	12	...	12	...	9	...	1	..	...	...	...	0 0 0	0 0 0	12	8	4	...
3	10	...	8	2	1	...	...	10	...	10	...	0 0 0	9 10 0	10	6	4	...
1	1	...	...	1	...	1	...	1	...	1	...	0 0 0	0 0 0	1	1	..	...
14	69	...	63	6	39	3	1	23	...	23	6	115 11 4	73 14 8	74	51	18	5

LEEDS.

5	11	...	11	...	11	...	11	...	7	...	3	£106 17 0	£13 14 2½	16	11	5	...
...	1	...	1	...	1	...	1	...	1	...	1	31 0 0	0 0 0	1	1	...	...
...	5	...	6	...	1	...	5	...	1	...	...	0 0 0	3 18 8	6	4	1	1
...	6	...	6	...	...	...	6	...	...	...	1	62 10 0	0 0 0	6	5	1	...
11	...	...	21	...	...	...	...	...	...	...	3	268 13 8	1 5 0	28	19	6	3
5	6	...	6	...	...	6	...	6	...	6	...	0 0 0	0 0 0	6	3	1	2
3	8	...	9	...	9	...	2	7	...	9	1	19 19 11	0 0 0	9	2	4	3
6	16	...	12	...	2	...	5	...	...	...	...	0 0 0	7 12 4½	15	12	3	...
6	8	...	...	...	...	...	...	...	...	...	1	12 0 0	2 10 0	8	6	1	1
5	6	...	...	...	...	...	...	...	...	...	1	15 15 0	0 0 0	6	3	3	..
5	9	...	7	...	2	...	4	...	...	...	1	11 0 0	1 14 0	10	4	2	4
15	18	1	19	...	3	17	5	15	1	19	...	0 0 0	2 12 9½	20	10	6	4
61	94	1	98	...	29	23	39	28	10	34	12	527 15 7	33 7 0½	131	80	33	18

GRENVILLE.

5	22	...	22	...	...	22	22	...	1	21	...	£ 0 0 0	£ 4 3 11½	22	18	4	...
8	19	...	19	...	...	...	...	...	...	...	1	12 0 0	1 3 10½	20	12	4	4
2	...	...	...	...	...	...	...	...	...	...	...	0 0 0	1 1 5	4	3	1	...
8	...	...	...	...	...	...	...	...	...	...	1	30 0 0	29 10 0	19	9	2	8
2	17	...	15	...	...	17	...	17	...	17	...	0 0 0	9 13 9	17	13	3	1
25	58	...	56	...	...	39	22	17	1	38	2	42 0 0	45 13 0	82	55	14	13

LANARK.

4	9	...	7	...	...	...	...	...	...	...	...	£ 0 0 0	£ 0 0 0	10	8	2	...
3	11	1	11	...	...	11	2	9	2	9	1	110 0 0	0 0 0	11	9	...	2
...	1	...	3	...	...	3	...	3	...	3	...	0 0 0	0 0 0	3	2	...	1
5	7	...	...	...	...	...	...	...	...	...	1	17 0 0	0 0 0	7	5	...	2
2	3	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	3	...	...	3
7	11	1	11	...	1	...	1	...	1	...	2	69 0 0	54 8 3½	12	11	1	...
4	7	...	5	2	...	7	...	7	1	6	1	13 0 0	0 0 0	7	5	...	2
1	9	...	8	...	...	...	...	...	...	...	1	30 11 1½	7 9 0½	11	9	...	2
5	14	...	14	...	...	...	...	...	...	...	2	20 15 6	10 10 0	16	12	3	1
4	8	...	8	...	...	...	...	...	...	...	1	35 0 0	19 0 5	13	11	2	...
1	1	...	1	...	...	...	...	...	...	...	1	12 5 0	0 0 0	3	...	...	3
...	1	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	1	...	...
36	82	2	68	2	1	21	3	19	4	18	10	307 11 7½	91 7 9	97	73	8	16

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 ft.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Admaston	...	...	...	2	1	...	...	1	...	...	...	...	...	...	...	...	...	...	1
Bagot	...	...	...	2	...	1	...	4	...	1	...	...	...	...	..	...	...	...	...
Bromley	...	...	...	3	2	...	..	...	...	...	1	...	...	...	...	...	...	...	1
Horton	...	...	...	3	..	1	..	1	...	...	...	...	...	...	...	...	...	1	3
McNab	...	...	...	3	...	...	...	...	...	1	...	...	1	...	...	...	1	...	2
Packenham	...	...	1	4	1	...	...	1	...	...	...	...	...	...	1	...	1	...	1
Pembroke	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Ross	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Stafford and Westmeath	...	...	...	5	...	...	...	...	...	2	...	...	...	...	1	...	...	2	2
	...	...	1	24	5	2	...	7	...	4	1	...	1	...	2	...	2	4	11

COUNTY OF

Bedford	...	...	...	2	1	...	...	...	...	..	...	...	1	...	...	...	...	...	1
Kingston	1	6	5	8	2	...	...	2	...	2	2	2	...	...	...	2	2	6	7
Loughborough	...	...	...	10	1	2	...	2	...	3	...	...	...	...	2	...	...	...	8
Pittsburgh	...	...	4	6	1	1	1	...	...	3	1	...	1	1	...	...	...	1	5
Portland and Hinchinbrooke	...	1	1	12	...	...	...	1	...	3	1	...	...	...	5	2	...	2	5
Storrington	...	3	1	4	1	...	...	...	1	5	1	...	...	...	...	...	...	...	8
Wolfe Island	...	...	4	5	3	...	1	1	...	...	1	...	...	1	1	...	1	...	6
	1	10	15	47	9	3	2	6	1	16	6	2	2	2	8	4	3	9	40

COUNTY OF

Adolphustown	...	...	5	...	...	...	...	1	1	...	...	1	...	2	...	...	...	...	5
Fredricksburgh	...	...	14	2	...	...	...	4	2	1	2	...	...	...	1	1	4	1	7
Richmond	...	...	11	6	5	1	1	3	...	...	2	...	...	1	1	1	2	...	8
	...	...	30	8	5	1	1	8	3	1	4	1	...	3	2	2	6	1	20

COUNTY OF

Amherst Island	...	...	...	5	...	...	...	...	...	2	...	...	3	...	5	...	...	...	4
Camden, East	...	2	10	21	4	3	...	3	...	6	2	1	1	...	5	4	2	...	17
Ernestown	1	5	13	2	...	1	1	...	1	4	3	...	...	1	...	2	3	...	13
Sheffield	...	...	4	4	3	...	...	1	...	2	1	...	...	...	...	1	...	...	6
	1	7	27	32	7	4	1	4	1	14	6	1	4	1	10	7	7	...	40

COUNTY OF

Hungerford	...	...	...	10	3	2	...	...	...	3	1	1	...	...	...	...	...	...	3
Huntingdon	...	...	2	7	1	...	...	...	...	4	...	...	...	...	3	...	1	...	4
Madoc & Elzevir	...	...	3	10	1	...	...	...	1	3	4	1	...	1	1	1	...	1	6
Marmora	...	...	...	3	...	...	1	...	...	2	...	...	...	...	...	...	...	...	2
Rawdon	...	...	8	7	2	2	...	1	...	1	3	1	...	...	2	...	3	...	9
Sidney	...	1	19	1	1	...	1	1	...	...	3	3	1	1	2	3	4	1	13
Thurlow	...	...	18	2	2	1	1	...	1	1	2	1	2	2	...	1	5	1	14
Tyendinaga	...	...	13	12	6	1	...	4	1	6	...	3	3	...	1	...	...	...	11
	...	1	63	52	16	6	3	6	3	20	13	10	6	4	9	5	13	3	62

for 1850.—Table E.—(*Continued.*)

RENFREW.

OF SCHOOL HOUSES.											ERECTION AND REPAIRS OF SCHOOL HOUSES.			TITLES.			
No. in bad repair.	No. having one room only.	No having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
1	2	...	2	...	2	...	...	2	...	2	...	£ 0 0 0	£ 0 0 0	2	2	...	...
1	1	...	1	...	...	...	..	...	...	...	1	15 0 0	0 0 0	2	1	...	1
2	3	...	2	1	2	1	2	...	...	2	1	30 0 0	8 0 0	3	3	...	...
...	1	...	2	...	...	...	...	...	...	...	1	15 0 0	0 0 0	3	1	...	2
...	3	...	2	...	...	...	...	...	...	...	1	40 0 0	13 10 0	3	1	...	2
4	4	...	4	1	2	2	1	4	1	4	...	0 0 0	0 0 0	5	2	1	2
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	1	0 0 0	7 10 0	1	...	...	...
3	5	...	5	...	...	5	...	...	...	...	2	28 0 0	23 9 0	5	3	2	...
11	19	...	18	2	6	8	3	6	1	8	7	128 0 0	52 9 0	25	13	3	7
FRONTENAC.																	
1	2	...	2	...	2	...	...	...	...	...	...	£ 0 0 0	£ 0 0 0	2	2	...	...
13	6	1	1	2	...	1	...	...	..	...	3	175 2 6	3 15 10	20	9	7	4
2	10	...	10	...	...	10	1	9	...	10	...	0 0 0	7 10 0	10	7	2	1
5	8	1	6	...	...	...	...	...	2	8	1	15 0 1	46 4 6	10	5	3	2
8	13	...	6	...	...	...	...	...	...	...	1	15 0 0	0 12 6	14	12	2	...
...	8	...	8	...	8	...	8	...	...	8	2	0 0 0	9 3 9	8	5	3	...
3	8	...	8	...	...	9	8	...	8	...	1	25 0 0	0 0 0	9	4	2	3
32	55	2	41	2	10	20	19	9	10	26	8	230 2 7	67 6 9	73	44	19	10
LENNOX.																	
...	...	...	6	...	...	...	1	...	1	...	...	£ 0 0 0	£ 0 6 6	6	2	4	...
9	14	...	6	...	...	1	...	1	1	...	1	30 0 0	1 16 3	16	10	3	3
9	16	1	17	...	17	...	17	...	1	16	1	125 0 0	31 7 0	17	8	6	3
18	30	1	29	...	17	1	18	1	3	16	2	155 0 0	33 9 9	39	20	13	6
ADDINGTON.																	
1	5	...	5	...	5	...	5	...	...	5	...	£ 0 0 0	£ 8 18 7	5	5	..	...
16	31	2	29	...	23	4	1	...	2	...	...	0 0 0	15 0 9	33	31	2	...
8	20	1	21	...	...	..	21	...	5	16	6	271 10 0	29 8 8	21	18	2	1
2	7	5	2	...	8	...	5	...	...	8	...	0 0 0	0 0 0	8	4	3	1
27	63	8	57	...	36	4	32	...	7	29	6	271 10 0	53 8 0	67	58	7	2
HASTINGS.																	
7	10	..	4	...	...	4	...	4	...	4	...	£ 0 0 0	£ 0 9 9	10	6	2	2
5	9	...	6	3	...	9	...	9	...	9	...	0 0 0	4 2 6	9	4	3	2
7	9	...	9	...	...	9	...	9	...	9	2	34 15 0	4 3 6	13	8	...	5
1	3	...	3	...	...	3	3	...	...	3	1	10 0 0	0 0 0	3	2	1	...
6	14	...	14	...	...	14	2	10	...	12	3	20 0 0	122 14 2½	15	10	3	2
7	11	...	12	...	...	...	...	...	...	...	2	57 15 0	35 8 6	21	12	3	6
6	19	1	17	...	...	...	14	...	...	14	3	116 0 0	59 18 3	20	11	3	6
14	14	...	14	...	...	...	10	...	...	14	1	25 0 0	0 0 0	25	17	3	5
53	89	1	79	3	...	29	29	32	...	65	11	263 10 0	226 15 10½	116	70	18	28

PART II.—STATISTICAL SCHOOL REPORT

COUNTY OF

TOWNSHIPS IN U. CANADA.	KIND, SIZES AND CONDITION																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 ft.	18 by 22.	18 by 24,	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Ameliasburgh	...	2	14	4	...	...	...	...	...	1	3	1	1	2	3	2	4	1	12
Athol	...	...	5	5	...	...	1	...	...	2	2	...	...	...	2	...	3	...	3
Hallowell	...	...	13	1	1	1	...	...	1	4	1	3	...	...	...	...	1	2	10
Hillier	1	...	16	...	...	3	...	2	1	1	4	3	1	...	1	...	...	1	13
Marysburgh	...	1	14	2	...	...	...	2	...	1	1	...	...	5	4	2	2	...	14
Sophiasburgh	...	2	14	1	...	2	...	2	1	1	1	6	1	1	1	...	1	...	8
	1	5	76	13	1	6	1	6	3	10	14	13	3	8	11	4	11	4	60

COUNTY OF

Alnwick	...	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	2
Cramahé	...	...	19	4	...	...	2	2	...	...	4	2	...	5	1	2	2	3	15
Haldimand	...	...	15	6	2	...	1	1	...	5	2	2	...	3	1	1	...	3	9
Hamilton	1	...	11	3	...	1	2	4	...	1	1	1	...	5	...	...	...	...	8
Monaghan, S.	...	...	2	3	1	...	...	1	...	...	2	...	...	...	...	...	1	...	4
Percy	...	...	7	3	1	...	...	...	...	4	3	1	...	1	...	...	...	...	5
Murray	...	...	19	6	2	5	...	3	...	3	6	1	...	3	1	...	1	...	21
Seymour	...	...	2	6	1	...	1	1	...	2	1	...	...	...	2	...	...	...	4
	1	...	75	33	7	8	6	12	...	15	19	7	...	17	5	3	4	6	68

COUNTY OF

Cartwright	...	...	...	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	3
Cavan	..	...	1	13	...	...	1	2	1	...	2	...	2	...	3	...	...	4	11
Clarke	1	...	15	6	...	...	1	2	1	1	4	3	1	2	...	1	3	2	17
Darlington	2	...	12	6	1	2	...	1	...	2	3	1	...	2	2	1	1	4	14
Hope	1	...	8	6	1	1	2	3	1	1	3	...	1	...	2	...	...	...	7
Manvers	...	...	1	4	1	...	1	...	...	1	1	...	...	...	...	...	...	1	3
	4	...	37	38	4	5	5	8	3	5	13	4	4	4	7	2	4	11	55

COUNTY OF

Asphodel	...	...	2	7	1	..	...	1	1	3	...	...	...	...	2	..	...	1	3
Belmont	Not reported.																		
Douro	...	...	2	6	3	1	...	1	...	...	...	...	...	1	...	...	...	...	3
Dummer	...	...	...	6	2	1	...	...	..	...	...	...	...	1	...	...	...	2	3
Eldon	...	...	...	4	..	...	...	1	...	1	...	...	...	...	...	1	...	1	3
Emily	...	...	...	13	5	...	...	1	...	3	1	...	1	...	1	...	...	1	8
Ennismore	...	...	...	2	1	...	...	...	...	1	...	...		...	...	...	...	...	...
Fenelon	...	...	...	2	...	1	...	...	...	...	1	...	...	...	...	...	...	...	2
Mariposa	...	...	4	12	1	...	...	1	...	5	1	...	3	1	3	...	...	1	12
Monaghan, N.	...	...	...	3	...	1	...	...	...	...	1	...	...	1	...	...	...	...	2
Ops	...	...	1	6	3	1	...	1	...	1	1	...	...	...	...	...	...	...	5
Otonabee	...	...	5	6	...	1	1	1	...	2	1	1	..	...	2	...	...	2	3
Smith	...	...	...	10	...	...	1	...	...	4	2	...	2	...	...	...	...	1	9
Verulam	...	...	1	2	2	...	...	1	...	.	...	...	...	...	...	...	...	...	3
	...	...	13	79	18	6	2	8	1	20	8	1	6	4	8	1	...	9	56

for 1850.—Table E.—(*Continued.*)

PRINCE EDWARD.

School Houses.											Erection and Repairs of School Houses.			Titles.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play ground	No. destitute of play-ground.	No. furnished with Privies.	No. not so furnished	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or Rented.	Title not reported.
8	19	1	20	...	...	20	...	20	...	20	1	£ 7 15 0	£ 2 15 3	20	19	1	...
7	10	...	5	5	10	...	10	...	...	10	2	62 0 0	0 0 0	10	2	8	...
4	10	4	13	1	1	13	2	12	7	7	...	0 0 0	5 3 8	14	5	9	...
3	6	11	17	...	...	17	9	8	1	16	1	60 0 0	20 3 8	17	11	6	...
3	15	2	17	...	...	17	...	17	...	17	1	43 19 2	2 19 10	17	13	4	...
9	27	...	17	...	17	...	14	3	16	1	1	33 6 10	21 11 9	17	11	6	...
34	77	18	89	6	28	67	45	60	24	71	6	213 1 0	52 14 2	95	61	34	...

NORTHUMBERLAND.

...	2	...	2	...	...	2	...	...	...	...	...	£ 0 0 0	£ 2 18 4	2	1	1	...
8	22	1	4	19	22	1	18	5	7	16	3	106 0 0	50 15 0	23	17	6	...
12	21	...	21	...	...	21	....	...	2	...	....	0 0 0	31 0 0	21	10	2	9
7	15	...	15	...	9	6	15	...	11	...	3	143 0 0	15 0 0	15	13	2	...
1	5	...	5	...	5	...	4	1	1	4	1	36 0 0	0 0 0	5	2	2	1
5	10	...	10	...	...	10	...	10	...	10	2	39 0 0	0 2 8	10	6	4	...
4	25	..	23	...	...	...	...	...	...	...	3	111 18 2	11 11 2	25	20	4	1
4	8	...	8	...	...	8	...	8	...	8	2	44 19 2	39 10 7	8	7	...	1
41	108	1	88	19	36	48	37	24	21	38	14	530 17 4	150 17 9	109	76	21	12

DURHAM.

...	3	...	3	..	...	3	...	3	...	3	...	£ 0 0 0	£ 0 9 6	3	3	...	...
3	14	...	14	...	..	...	...	14	...	..	1	43 0 0	10 7 7½	14	7	1	6
5	18	...	16	3	2	...	3	...	5	...	2	166 5 0	23 3 3½	22	19	...	3
6	20	...	19	...	...	8	1	1	1	1	1	40 0 0	8 5 3	20	15	5	...
6	14	...	10	5	..	15	3	12	2	13	1	9 6 0	9 3 6	15	10	2	3
2	5	...	5	...	...	..	...	...	...	...	1	60 0 0	8 5 11	5	5	...	...
22	75	...	67	8	2	21	7	30	8	18	7	318 11 0	59 15 1	79	59	8	12

PETERBOROUGH.

6	9	...	9	...	...	9	3	6	...	9	...	£ 0 0 0	£ 1 19 6	9	5	2	2
3	5	...	3	1	5	...	4	...	...	...	...	0 0 0	0 7 5	6	5	1	...
3	6	...	2	3	...	...	1	4	...	5	...	0 0 0	2 7 11	6	4	2	...
1	4	...	2	2	...	4	...	4	...	4	2	56 18 0	0 0 0	4	4	...	...
5	13	...	8	5	...	13	...	3	1	2	1	32 10 0	6 18 9	13	8	5	...
2	2	...	...	2	...	2	...	2	...	2	...	0 0 0	0 0 0	2	1	...	1
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	2	1	..	1
4	16	...	16	...	...	...	...	...	...	...	4	116 0 0	13 6 0	16	12	2	2
1	3	...	6	...	1	1	...	...	1	...	...	0 0 0	0 11 6	3	3	...	...
2	6	...	3	...	...	...	1	...	...	7	1	20 0 0	10 0 0	7	4	3	...
8	11	...	9	2	...	...	1	...	1	...	3	110 0 0	21 16 0	11	9	2	...
1	10	...	7	3	...	10	...	10	...	10	1	15 0 0	0 0 0	10	9	1	...
...	1	...	...	...	...	...	...	...	...	..	2	27 2 6	1 2 6	3	1	...	2
37	86	...	65	18	6	38	10	29	3	39	14	376 10 6	58 9 7	92	66	18	8

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Adjala	...	...	...	7	...	...	1	1	1	1	2	...	1	...	...	...	...	...	5
Collingwood	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Essa	...	...	...	5	3	1	...	...	...	...	...	...	...	...	...	1	...	...	2
Flos	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1
Gwillimbury, W.	...	...	6	12	1	3	3	1	...	1	1	1	...	1	1	...	1	4	8
Innisfil	...	...	...	7	1	...	1	1	1	1	1	...	...	...	...	...	...	1	2
Medonte & Tay	...	...	...	7	1	1	...	1	...	1	...	...	...	1	...	...	...	2	1
Mono	...	...	...	14	4	2	1	2	...	3	2	...	...	...	...	...	...	...	5
Mulmur	...	...	...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1
Nottawasaga	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...
Orillia, South	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Oro	...	...	...	7	...	...	...	1	...	1	...	1	1	1	...	1	...	1	5
St. Vincent	...	...	...	3	...	..	...	...	...	2	1	...	...	...	...	...	...	...	1
Sunnidale	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Tecumseth	...	...	1	16	2	...	1	3	...	1	3	2	1	3	...	...	...	1	11
Tiny	...	...	...	3	...	...	...	...	...	...	2	1	...	...	...	...	...	...	2
Tossorontio																			
Vespra	...	...	...	4	...	1	...	...	...	1	...	...	...	...	...	...	...	2	2
	...	...	7	98	13	10	8	10	2	12	12	5	4	6	1	2	8	12	47

COUNTY OF YORK—

Brock	...	...	2	13	1	2	...	...	...	3	2	...	...	...	5	1	...	1	13
Georgina	...	...	1	4	...	...	...	...	...	1	...	...	2	...	...	...	...	...	2
Gwillimbury, N.	...	...	3	2	...	...	1	...	...	1	...	...	...	...	1	...	1	...	3
" E	...	...	11	1	1	...	...	...	...	1	1	2	2	...	2	...	...	6	13
Mara																			
Reach	...	...	7	9	...	2	1	4	...	2	4	1	...	...	...	1	...	1	11
Scott	...	...	...	2	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1
Thorah	...	...	...	5	...	1	...	1	...	...	1	...	...	2	...	...	...	...	4
Uxbridge	...	...	4	...	...	...	1	...	...	1	...	...	1	...	1	...	...	...	2
Whitchurch	...	...	10	11	...	2	...	1	1	1	6	1	1	1	...	...	...	7	15
	...	...	38	47	2	7	3	6	1	10	14	4	7	3	10	2	1	15	64

COUNTY OF YORK—

Etobicoke	...	...	7	2	1	1	...	...	1	...	...	1	...	3	...	...	1	1	7
King	1	...	9	11	1	1	1	...	...	5	3	...	...	2	5	...	1	2	12
Vaughan	2	...	...	13	...	1	...	1	...	1	...	1	...	...	1	2	3	5	12
York	6	...	5	10	...	1	1	1	1	...	5	1	1	1	...	1	1	7	14
	9	...	21	36	2	4	2	2	2	6	8	3	1	6	6	3	6	15	45

COUNTY OF YORK—

Markham	3	...	20	2	1	2	...	...	...	8	1	2	2	...	1	1	3	4	12
Pickering	...	...	12	6	...	1	...	1	...	1	1	5	2	2	1	2	1	1	10
Scarborough	3	...	5	2	1	...	...	...	...	1	...	...	...	...	...	...	4	4	9
Whitby	2	...	19	4	...	...	1	...	1	2	2	1	1	2	3	...	6	6	16
	8	...	56	14	2	3	1	1	1	12	4	8	5	4	5	3	14	15	47

for 1850.—Table E.—(*Continued.*)

SIMCOE.

OF SCHOOL HOUSES.											ERECTION AND REPAIRS OF SCHOOL HOUSES.			TITLES.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
2	7	...	7	...	7	...	7	...	...	7	1	£45 0 0	£ 3 14 5½	7	5	2	...
1	1	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	1	...	...
3	4	...	4	...	...	4	...	4	...	4	1	9 5 0	0 0 0	5	5	...	...
...	1	...	1	...	1	...	...	1	...	1	...	0 0 0	0 0 0	1	1	...	...
8	18	...	18	...	...	18	2	16	2	16	3	184 13 7	17 10 7	18	11	4	3
2	1	...	1	..	...	1	...	1	...	1	1	5 10 0	3 12 10	7	7	...	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	7	...	...	7
9	14	...	14	...	...	...	...	...	...	...	1	5 0 0	4 1 0	14	10	2	2
1	1	...	1	...	...	...	...	...	...	...	...	0 0 0	0 0 0	2	1	1	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	7	...	...	7
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	10 0 0	1	1	...	...
2	7	...	7	...	...	...	1	...	...	1	...	0 0 0	0 0 0	7	7	...	...
2	2	1	...	..	...	1	...	...	...	1	...	0 0 0	0 15 0	3	2	1	..
1	1	...	1	...	1	...	...	1	...	1	...	0 0 0	0 0 0	1	1	...	...
6	17	...	17	...	...	17	...	17	...	17	1	37 3 0	34 5 0	17	15	2	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	3	...	...	3
2	4	...	4	...	4	...	2	2	3	1	...	0 0 0	0 0 0	4	2	2	...
39	48	1	74	...	13	41	12	42	5	50	8	286 11 7	73 18 10½	105	69	14	22
NORTH RIDING.																	
2	15	...	13	2	...	13	...	13	...	13	1	£25 17 6	£ 4 4 2	15	14	1	...
1	3	...	3	...	...	3	2	1	...	...	...	0 0 0	3 0 0	3	2	...	1
1	4	...	4	...	...	4	1	3	...	4	...	0 0 0	0 0 0	4	3	1	...
2	2	...	15	...	...	...	...	...	...	...	1	40 10 0	0 0 0	15	8	7	...
5	13	...	13	...	1	...	8	...	...	...	4	66 0 0	2 18 1½	16	12	1	3
1	2	...	2	...	...	2	...	2	...	2	...	0 0 0	0 0 0	2	1	1	...
1	5	...	5	...	...	5	...	5	...	5	1	28 0 0	1 5 0	5	5	...	...
2	4	...	2	2	4	...	4	...	...	4	...	0 0 0	0 0 0	4	1	1	2
6	...	...	...	...	...	...	...	...	...	...	1	20 0 0	8 16 10	21	10	8	3
21	48	...	57	4	5	27	15	24	...	28	8	180 7 6	20 4 1½	85	56	20	9
SOUTH RIDING.																	
2	8	1	9	...	2	7	5	4	6	3	2	£110 0 0	£ 5 15 0	9	7	1	1
9	21	...	21	...	...	21	5	16	14	7	2	57 17 0	28 2 6	21	13	8	...
3	14	...	15	...	...	...	2	2	...	...	2	114 19 6	72 10 0	15	13	1	1
7	13	2	...	...	...	...	...	...	...	...	3	275 0 0	27 3 9½	21	13	1	7
21	56	3	45	...	2	28	12	22	20	10	9	557 16 6	134 1 3½	66	46	11	9
EAST RIDING.																	
7	21	...	21	...	1	...	...	...	...	...	...	£ 0 0 0	£36 12 3	25	18	7	...
3	18	...	12	6	...	18	...	18	4	14	2	52 10 0	37 1 0	18	11	7	...
1	10	...	10	...	10	...	1	9	2	8	...	0 0 0	1 9 11	10	7	2	1
9	23	2	22	3	1	24	3	22	3	22	5	271 0 0	25 10 4	25	17	8	...
25	72	2	65	9	12	42	4	49	9	44	5	323 10 0	100 13 6	78	53	24	1

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No of School Houses in good repair.
Albion	1	...	4	7	...	2	1	1	...	...	2	1	...	3	1	...	1	...	7
Caledon	...	...	2	10	...	...	...	3	...	2	1	1	...	1	...	2	...	2	6
Chinguacousey	...	...	9	18	1	...	...	1	2	4	2	2	...	1	3	5	1	5	13
Gore of Toronto	...	...	3	4	..	...	...	...	...	...	...	...	1	...	...	1	...	5	5
Toronto	2	1	14	7	2	...	...	2	...	...	...	2	...	2	...	1	3	12	18
	3	1	32	46	3	2	1	7	2	6	5	6	1	7	4	9	5	24	49

COUNTY OF

Ancaster	1	1	7	6	...	...	...	...	...	1	...	1	2	...	1	1	4	5	9
Barton	...	...	3	2	...	1	...	1	1	...	...	...	...	...	1	...	...	1	4
Binbrooke	...	...	3	3	...	...	...	...	...	1	...	1	...	...	3	...	1	...	4
Brantford	...	...	15	2	1	1	...	...	...	1	2	1	1	1	1	2	2	4	11
Glandford	...	...	1	3	...	1	...	...	...	...	1	...	2	...	...	...	...	...	2
Onondaga	...	...	1	4	...	...	...	1	...	...	...	1	...	...	2	...	...	1	1
Saltfleet	...	...	9	1	1	...	...	1	...	1	...	1	...	3	1	...	1	1	4
	1	1	39	21	2	3	...	3	1	4	3	5	5	4	9	3	8	12	35

COUNTY OF

Beverley	...	2	5	10	...	...	...	1	1	2	2	1	...	1	...	1	2	6	12
Dumfries	...	2	12	8	1	1	1	...	...	1	1	2	...	2	2	2	4	5	15
Esquesing	...	...	11	7	2	1	...	...	1	2	3	...	...	1	2	...	2	4	11
Flamborough E.	...	...	4	1	...	...	...	...	...	...	...	...	...	...	2	1	...	1	3
" West	..	...	8	1	...	...	1	1	...	...	...	...	...	...	1	1	5	...	8
Nassagaweya	...	...	...	9	...	1	...	...	...	1	...	...	2	...	3	...	...	2	7
Nelson	3	...	4	8	...	...	...	1	...	...	3	...	...	...	4	1	4	4	9
Trafalgar	1	...	11	6	...	2	...	2	...	...	2	...	...	1	2	4	2	3	16
	4	4	55	50	3	5	2	5	2	6	11	3	2	5	16	10	19	25	81

COUNTY OF

Caistor	...	...	4	3	...	1	...	...	...	...	...	...	...	2	1	...	2	1	5
Clinton	3	...	6	1	...	...	...	...	...	2	2	1	...	...	3	...	1	1	7
Gainsborough	...	...	9	3	...	...	...	...	...	1	...	...	...	...	7	1	...	3	8
Grantham	...	...	7	2	...	...	...	2	...	2	...	1	...	...	...	...	2	2	5
Grimsby	...	...	11	2	...	1	...	3	...	1	2	...	...	...	2	...	2	2	9
Louth	2	...	8	...	...	...	...	...	2	1	...	1	...	...	2	...	1	...	4
Niagara	...	1	5	...	...	...	...	1	...	2	1	...	...	1	2	...	...	2	6
	5	1	50	11	...	2	...	6	2	9	5	3	...	3	17	1	8	11	44

for 1850.—Table E.—(*Continued.*)

West Riding.

of School Houses.											Erection and Repairs of School Houses.			Titles.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with Privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or Rented.	Title not reported.
5	12	...	12	...	...	12	4	2	1	5	2	£48 9 6	£16 19 10½	12	9	1	2
4	12	...	12	...	...	...	...	...	...	...	1	25 0 0	2 15 0	12	11	...	1
14	27	...	27	...	...	...	...	...	...	...	1	35 19 6	31 13 7	27	16	9	2
2	8	...	8	...	...	...	...	8	2	6	...	0 0 0	18 1 10½	7	6	1	...
6	24	...	24	...	2	22	14	10	6	18	1	25 0 0	0 0 0	24	20	4	...
31	83	...	83	...	2	33	18	20	9	29	5	134 9 0	69 10 4	82	62	15	5

WENTWORTH.

6	11	4	15	...	7	8	10	5	2	13	1	£55 0 0	£ 4 5 4½	15	11	4	...
1	5	...	...	5	...	5	...	...	...	3	...	0 0 0	24 19 2	5	3	2	...
2	...	...	...	...	...	...	..	...	...	...	...	0 0 0	3 7 9	6	5	1	...
6	17	...	17	...	17	...	14	...	2	...	3	259 15 2	27 13 1	17	15	2	...
2	4	...	4	...	...	4	...	...	1	3	...	0 0 0	0 0 0	4	1	1	2
1	5	...	5	...	5	...	...	...	...	...	1	78 0 0	0 0 0	5	1	1	3
6	4	...	4	...	...	...	...	...	...	...	1	42 15 0	11 9 3	10	5	5	...
24	46	4	45	5	29	17	24	5	5	19	6	435 10 2	70 15 7½	62	41	16	5

HALTON.

5	16	...	17	...	1	16	2	15	2	15	1	£92 0 3	£31 19 6	17	13	3	1
7	22	...	22	...	20	...	10	...	11	...	1	36 11 0	0 0 0	22	18	3	1
7	18	...	18	...	...	...	...	...	1	...	...	0 0 0	0 0 0	18	9	5	4
1	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	5	1	3	1
1	9	...	8	1	6	3	8	1	1	7	1	66 13 8	50 0 0	9	7	2	...
2	9	...	6	1	...	9	...	9	...	9	...	0 0 0	26 14 9½	9	7	2	...
6	15	...	15	...	...	...	...	...	1	8	...	0 0 0	0 5 0	15	9	4	2
2	18	...	18	...	18	...	1	17	1	17	1	25 0 0	18 16 11½	18	13	5	...
31	107	...	104	2	45	28	21	42	17	56	4	220 4 11	127 16 3	113	77	27	9

LINCOLN.

2	7	...	7	...	...	7	...	7	...	7	...	£ 0 0 0	£ 0 0 0	7	6	1	...
2	6	2	10	...	9	1	8	2	1	9	1	64 0 0	6 9 9	10	5	5	...
4	11	1	11	...	...	...	...	...	1	1	1	25 0 0	2 9 9½	12	6	5	1
4	9	...	9	...	...	...	2	...	2	...	...	0 0 0	3 17 8	9	7	2	...
4	13	...	12	1	13	...	1	12	4	9	1	9 0 0	11 3 9	13	7	6	...
3	7	...	7	...	6	1	...	7	6	1	...	0 0 0	1 5 0	7	4	3	...
3	9	...	9	...	...	9	3	6	2	7	1	75 0 0	12 10 0	9	3	6	...
22	62	3	65	1	28	18	14	34	16	34	4	173 0 0	37 16 1½	67	38	28	1

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Bertie	...	...	10	4	...	...	...	1	...	1	...	...	9	3	...	...	...	...	9
Crowland	1	...	7	2	1	...	...	...	...	2	2	2	...	...	3	...	...	...	7
Humberstone	...	1	3	3	...	...	...	...	...	...	...	...	5	...	1	1	...	...	6
Pelham	1	...	10	1	1	...	...	...	...	1	1	1	...	2	3	...	2	1	7
Stamford	1	3	6	...	...	...	...	...	...	...	1	1	...	...	...	...	3	5	5
Thorold	3	...	8	...	...	1	1	...	...	1	1	...	...	...	1	...	4	2	8
Wainfleet	...	...	8	1	3	...	...	...	...	1	...	...	1	1	1	1	...	1	3
Willoughby	1	...	3	2	...	...	..	1	...	...	1	...	...	...	...	1	...	3	4
	7	4	55	13	5	1	1	2	...	6	6	4	15	6	9	3	9	12	49

COUNTY OF

Canborough	...	...	4	2	1	...	...	...	...	3	1	...	...	...	...	1	...	...	3
Cayuga, North	...	...	2	4	1	...	...	1	...	2	...	..	...	...	2	...	...	...	2
" South	...	...	...	3	...	1	...	...	...	1	1	...	...	...	...	...	...	..	3
Dunn	...	...	2	1	...	...	...	...	...	1	1	...	...	...	...	...	...	1	2
Moulton and Sherbrooke	...	...	1	5	...	...	...	1	...	...	...	2	...	1	...	...	...	2	3
Oneida	...	...	1	5	...	1	...	...	1	...	...	...	...	...	4	...	...	...	6
Rainham	...	...	5	1	...	...	...	...	...	...	1	...	...	1	3	...	...	1	4
Seneca	...	...	5	7	1	...	...	...	...	3	2	1	1	1	1	1	..	1	2
Walpole	...	...	6	5	...	1	...	...	...	1	2	1	...	...	4	...	...	2	7
	...	...	26	33	3	3	...	2	1	11	8	4	1	3	14	2	...	7	32

COUNTY OF

Charlotteville	1	...	9	3	1	1	...	1	...	...	...	1	1	2	1	...	1	4	9
Houghton	...	...	4	1	...	1	1	...	...	...	2	...	...	...	...	1	...	...	3
Middleton	...	...	6	1	...	...	...	...	...	...	1	...	...	1	3	2	...	...	5
Townsend	...	...	21	4	...	...	1	...	...	2	1	2	1	2	6	...	5	5	16
Walsingham	...	...	13	1	1	2	...	...	...	...	2	1	...	3	1	...	...	4	10
Windham	...	...	9	5	1	1	...	1	...	...	...	1	2	1	4	...	...	3	10
Woodhouse	...	...	9	2	...	...	...	...	...	...	2	...	...	...	1	...	4	4	10
	1	...	41	17	3	5	2	2	...	2	8	5	4	8	16	3	10	20	63

COUNTY OF

Blandford	...	...	3	2	...	...	...	...	...	...	...	...	...	1	...	1	...	3	3
Blenheim	...	...	8	12	2	1	...	1	...	1	4	...	1	...	3	3	1	3	8
Burford	2	...	13	6	1	1	1	3	1	...	2	...	1	3	...	3	1	4	11
Dereham	1	...	6	6	...	...	1	...	...	1	4	...	1	1	...	1	1	3	8
Nissouri	...	...	2	13	3	3	...	1	1	1	2	...	1	...	...	1	...	2	9
Norwich	...	...	19	6	...	...	...	1	...	2	5	4	1	3	3	...	5	1	14
Oakland	1	...	4	...	...	1	...	1	...	...	..	...	...	...	...	...	...	3	3
Oxford, North	...	...	4	2	1	...	...	...	...	1	2	2	...	...	...	...	...	...	3
" East	...	...	10	...	...	...	...	...	...	1	...	1	...	...	...	4	2	2	8
" West	1	...	5	1	...	...	...	...	...	...	1	2	...	2	...	...	1	1	3
Zorra, East	...	...	3	5	...	...	...	2	...	1	1	1	...	1	...	1	...	1	4
" West	2	...	6	6	2	...	...	...	...	1	2	3	...	3	1	1	1	...	9
	7	...	83	59	9	6	2	9	2	9	23	13	5	14	7	15	12	23	84

for 1850.—Table E.—(*Continued.*)

WELLAND.

of School Houses.											Erection and Repairs of School Houses.		Titles.			
No. in bad repair.	No having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
5	12	...	2	...	..	...	1	...	7	7	...	£ 0 0 0	£ 4 10 8½	14	4	5	5
3	10	...	10	...	...	...	3	...	4	6	...	0 0 0	6 14 0	10	3	4	3
1	7	...	7	...	...	...	4	...	3	...	...	0 0 0	0 0 0	7	3	4	...
5	6	5	8	4	4	8	7	5	6	6	...	0 0 0	1 5 0	12	1	7	4
5	...	...	10	...	...	...	11	...	11	...	1	125 0 0	0 14 5½	10	8	2	...
1	6	5	8	3	6	5	6	5	8	3	1	141 10 9	2 10 9	11	7	1	3
6	4	...	5	...	...	5	5	...	...	3	1	105 0 0	1 7 6	9	...	4	5
2	5	...	6	...	...	...	3	3	1	5	..	0 0 0	1 7 7¼	6	6	...	...
28	50	10	56	7	10	18	40	13	40	30	3	371 10 9	18 9 11¼	79	32	27	20

HALDIMAND.

3	4	2	5	1	...	6	6	...	...	6	2	£64 8 11	£ 0 0 0	6	3	3	...
2	5	1	6	...	6	...	2	4	...	6	...	0 0 0	0 18 11	6	3	3	...
...	3	...	3	...	...	3	...	3	...	3	...	0 0 0	3 2 6	3	2	1	...
...	...	...	1	...	1	...	...	...	1	...	...	0 0 0	0 0 0	3	1	...	2
1	...	...	...	...	...	...	...	...	...	...	...	0 0 0	7 3 8	6	4	...	2
...	6	...	6	...	...	6	5	1	...	6	...	0 0 0	0 0 0	6	1	2	3
2	1	1	6	...	...	...	...	...	1	...	...	0 0 0	0 0 0	6	2	4	...
10	7	1	9	...	...	...	8	...	1	10	...	0 0 0	2 2 0	12	7	1	4
4	11	...	11	...	...	11	2	9	...	11	1	27 10 0	0 3 6	11	3	3	5
22	39	5	47	1	7	26	23	17	3	42	3	71 18 11	13 10 7	59	26	17	16

NORFOLK.

4	5	1	4	...	3	1	...	5	1	4	1	£75 0 0	£32 13 6	13	8	5	...
1	2	...	4	1	...	5	...	5	...	5	...	0 0 0	3 12 6	5	...	5	...
2	4	...	5	...	2	...	...	...	...	...	...	0 0 0	2 5 9	7	5	1	1
9	23	...	19	...	...	23	...	13	1	2	3	153 15 0	33 14 2	25	10	8	7
4	13	1	3	1	5	2	8	4	...	14	...	0 0 0	16 12 8	14	12	2	...
4	14	...	14	...	14	...	...	14	...	14	1	40 0 0	8 9 6	14	5	9	...
1	3	...	3	...	...	3	1	2	3	...	1	53 12 6	13 13 11½	11	4	6	1
25	64	2	52	2	24	34	9	33	5	39	6	322 7 6	111 2 0½	89	44	36	9

OXFORD.

1	3	...	...	...	...	...	...	...	...	...	...	£ 0 0 0	£ 4 13 0	5	...	...	5
12	18	2	16	4	6	14	...	20	1	7	1	12 10 0	11 0 10½	20	10	6	4
10	20	1	14	6	2	18	1	19	1	20	2	247 10 0	8 16 6½	21	13	8	...
5	9	1	11	...	1	10	...	8	1	8	1	56 0 0	3 15 5	13	7	3	3
6	14	...	13	...	...	...	...	...	...	...	2	75 0 0	1 0 0	15	6	2	7
10	24	...	24	...	...	25	11	13	5	19	1	39 4 9	27 16 6½	25	12	6	7
2	5	...	5	...	1	4	1	4	1	4	1	110 0 0	6 12 5	5	2	3	...
3	6	...	6	...	2	4	...	6	...	6	...	0 0 0	2 12 6	6	2	2	2
2	10	...	10	...	...	10	1	8	2	8	...	0 0 0	1 10 0	10	9	1	...
4	3	...	4	...	...	1	1	...	1	4	1	75 0 0	7 4 0	7	4	2	1
4	8	...	8	...	...	8	2	6	1	7	...	0 0 0	4 5 7½	8	5	3	...
5	14	...	14	...	14	...	...	14	...	14	3	92 0 0	2 12 6	14	9	3	2
64	134	4	125	10	26	94	17	98	13	97	12	707 4 9	81 19 5	149	79	39	31

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																		
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Amaranth	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1
Arthur	...	...	...	4	...	...	...	...	...	2	...	...	...	...	2	...	...	...	2
Bentinck and Glenelg	...	...	...	3	...	...	...	...	...	1	...	...	...	...	...	...	...	2	...
Derby and Sydenham	...	...	...	4	2	...	...	...	...	...	...	...	...	1	...	1	...	...	2
Eramosa	...	1	4	...	...	...	...	...	...	...	...	...	...	...	3	...	...	2	4
Erin	...	...	8	6	1	1	1	2	1	2	1	...	1	...	2	...	...	2	7
Garafraxa	...	...	1	4	...	1	1	1	...	2	...	...	...	...	...	...	...	...	2
Guelph	...	2	3	3	2	...	...	...	...	...	...	...	...	1	1	1	1	2	5
Holland	...	...	...	4	1	...	...	...	...	...	2	...	...	1	...	...	...	...	2
Nichol...	...	...	1	5	...	...	...	...	...	1	...	3	...	...	1	...	...	1	3
Peel and Maryborough	1	...	...	3	...	...	...	...	...	...	...	...	...	2	...	...	...	2	3
Puslinch	...	...	4	8	...	1	...	1	...	1	1	3	1	1	1	...	1	1	8
Sullivan	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Waterloo	1	3	12	10	1	...	1	1	1	...	2	1	1	3	3	2	1	9	24
Wellesley	...	...	...	16	...	...	...	1	..	...	5	1	1	4	1	1	1	1	14
Wilmot	1	1	10	7	...	1	...	1	1	...	5	1	...	...	1	1	4	4	11
Woolwich	...	1	2	8	...	...	...	...	1	1	...	1	...	2	1	1	...	4	8
	3	8	45	68	8	4	4	7	4	10	16	10	4	15	16	7	8	31	97

COUNTY OF

Adelaide	...	...	2	6	...	...	1	...	...	2	1	...	...	1	...	1	1	1	5
Aldborough	...	...	1	4	...	1	...	...	...	...	1	...	...	...	...	...	...	3	3
Bayham	...	...	17	...	...	1	1	...	1	...	2	3	...	1	...	4	2	2	10
Carradoc	...	...	1	8	...	...	...	...	...	...	...	...	2	2	2	1	1	1	7
Delaware	1	...	3	...	...	...	...	...	...	1	...	...	...	...	1	...	...	2	4
Dorchester	...	...	8	7	1	2	1	...	...	1	3	1	1	...	1	1	1	2	9
Dunwich	...	...	1	8	...	...	3	...	...	...	2	...	1	2	...	...	...	...	3
Ekfrid	...	...	1	7	1	1	1	...	...	1	2	...	...	2	...	...	...	...	4
Lobo	1	...	2	6	...	...	...	-	...	1	...	1	1	1	2	1	1	...	6
London	5	...	7	12	...	-	...	...	...	2	7	2	4	...	2	3	1	2	7
Malahide	...	...	15	1	...	..	...	...	...	...	1	...	1	...	3	3	...	8	8
Metcalfe	...	...	...	4	2	1	...	1	...	...	...	...	...	...	...	...	...	...	1
Mosa	...	...	2	8	1	2	1	...	...	...	2	...	1	1	...	...	...	2	5
Southwold	...	...	11	7	1	1	1	1	...	...	4	1	1	2	1	...	1	4	10
Westminster	2	1	9	10	1	1	...	1	...	2	5	...	2	2	...	...	...	8	15
Williams	...	...	...	6	...	...	1	...	1	1	...	...	...	1	...	1	...	1	1
Yarmouth	...	...	20	7	1	...	1	2	...	1	6	...	1	2	5	1	2	5	18
	9	1	100	101	8	11	11	6	2	12	36	8	15	17	17	16	10	41	116

COUNTY OF

Ashfield	...	...	...	3	..	...	...	...	...	...	1	...	...	...	1	...	...	1	1
Biddulph	...	...	...	3	...	...	...	...	...	...	2	...	...	...	...	...	...	1	3
Colborne	...	...	1	2	...	...	...	...	...	...	...	1	...	2	...	...	...	...	2
Goderich	...	...	1	7	1	...	...	1	3	1	...	1	...	1	...	...	...	...	5
Hullet	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
McGillivray	...	...	...	5	2	...	...	...	...	...	...	...	...	1	2	...	...	...	2
McKillop	...	...	2	1	...	...	...	...	1	...	1	1	...	...	...	...	...	...	2
Stanley	...	...	...	5	...	...	...	1	...	...	2	1	...	1	...	...	...	...	4
Stephen	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...
Tuckersmith	...	...	...	3	...	...	...	...	...	2	...	1	...	...	...	...	...	...	1
Usborne	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Wawanosh	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1
			4	33	3			2	4	4									

for 1850.—Table E.—(*Continued.*)

WATERLOO.

No. in bad repair.	No. having one room only.	No. having more than one room.	No suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
...	...	...	...	...	...	...	...	...	...	...	...	£ 0 0 0	£ 0 0 0	1	1	...	...
2	4	...	3	...	2	1	2	2	...	4	2	59 10 0	14 19 2	4	3	1	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	3	1	...	2
2	4	...	4	...	...	...	...	...	1	3	...	0 0 0	0 13 3½	4	4	...	...
1	4	...	5	...	...	5	...	5	1	4	...	0 0 0	0 0 0	5	5	...	...
7	9	...	6	...	...	...	...	...	...	...	3	116 0 0	0 0 0	14	9	3	2
3	...	...	2	...	...	...	...	...	...	...	1	20 0 0	25 0 0	5	4	1	...
3	6	...	8	...	...	...	...	...	2	2	...	0 0 0	0 11 6	8	5	1	2
2	4	...	3	...	...	4	...	4	...	4	2	53 5 0	0 0 0	4	2	1	1
2	...	...	...	...	...	...	...	...	...	...	1	31 0 0	5 0 0	6	6	...	...
1	2	...	3	1	...	...	4	...	3	1	3	70 0 0	0 0 0	4	1	1	2
4	10	2	...	...	...	...	...	...	1	...	...	0 0 0	17 3 3	12	12	...	...
1	...	...	...	...	...	...	...	...	...	...	1	20 0 0	1 7 6	2	1	1	...
2	26	...	26	...	24	2	8	18	14	12	...	0 0 0	38 7 3	26	25	1	...
2	15	...	15	...	...	11	2	...	1	10	4	90 9 10	19 10 6	16	8	3	5
8	18	1	12	7	...	4	8	11	10	9	2	104 9 11	31 4 6	19	18	1	...
3	10	1	10	...	...	...	...	...	...	...	...	0 0 0	2 6 9	11	10	...	1
43	112	4	97	8	26	27	24	40	33	49	19	564 14 9	156 3 8½	144	115	14	15

MIDDLESEX.

3	...	...	...	...	...	...	...	...	...	...	2	£80 0 0	£ 1 17 6	8	3	5	...
2	15	...	5	...	...	...	...	...	...	...	...	0 0 0	0 0 0	5	2	...	3
7	7	...	17	...	...	...	1	...	1	...	1	38 10 0	4 18 8	17	9	6	2
2	9	...	9	...	...	9	...	9	...	9	...	0 0 0	7 0 0	9	8	1	...
...	3	...	3	...	...	3	2	1	...	3	1	25 0 0	2 0 4¾	4	2	1	1
6	14	...	14	...	...	2	...	14	1	...	...	0 0 0	17 10 0	15	11	...	4
6	9	...	9	...	...	9	4	5	...	6	1	10 0 0	0 0 0	9	8	...	1
4	7	...	8	...	...	...	...	...	...	...	3	69 0 0	14 7 7½	8	5	1	2
3	...	...	...	...	...	...	...	...	...	...	2	100 3 4	21 0 0	9	7	2	1
12	24	...	24	...	...	24	...	24	1	...	...	0 0 0	17 6 2½	24	13	4	7
8	16	...	14	...	...	...	...	...	...	...	4	162 9 11	4 10 3	16	10	6	...
3	4	...	4	...	...	4	...	4	...	4	...	0 0 0	0 6 3	4	2	1	1
5	10	...	10	...	...	10	...	10	...	10	...	0 0 0	2 10 6	10	8	2	...
8	18	...	18	...	1	...	...	...	...	...	...	0 0 0	4 18 0	18	16	2	...
7	22	...	22	...	...	22	...	22	...	22	4	156 10 0	17 2 9	22	12	6	4
5	6	...	6	...	...	6	1	5	...	6	2	24 0 0	0 0 0	6	1	5	...
9	26	1	26	1	8	...	...	5	...	2	4	87 10 0	17 6 0	27	17	10	...
90	190	1	193	1	9	89	8	99	3	62	24	753 3 3	131 14 1¾	211	134	52	26

HURON.

2	...	...	...	...	...	...	...	...	...	...	1	£ 12 10 0	£ 0 0 0	3	2	1	...
...	3	...	3	...	...	...	1	...	...	...	...	0 0 0	0 0 0	3	2	1	...
1	2	...	2	...	...	...	...	...	...	...	...	0 0 0	0 19 8	3	2	...	1
3	...	...	...	...	...	...	...	...	...	...	1	1 3 0	6 7 10⅓	8	7	1	...
1	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	...	...	1
3	5	...	3	2	5	...	3	2	...	5	...	0 0 0	0 0 0	5	4	1	...
1	...	...	...	...	...	...	...	...	...	...	2	65 0 0	6 10 0	3	3	...	...
1	...	...	...	...	...	...	...	...	...	...	1	30 0 0	7 17 6	5	5	...	...
1	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	...	...	1
2	...	...	...	...	...	...	...	...	...	...	...	0 0 0	3 1 4½	3	2	...	1
1	1	...	1	...	...	1	1	...	1	...	...	0 0 0	0 0 0	1	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	1	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN U. CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20,	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Blanchard	...	1	...	6	1	1	...	...	...	...	...	...	...	4	...	...	1	...	4
Downie	...	...	1	7	...	1	1	...	...	...	2	1	...	2	...	...	1	...	3
Easthope, North.	1	...	...	6	1	1	...	1	...	...	...	1	...	1	...	1	...	1	4
" South.	1	...	2	2	...	...	...	...	...	...	...	1	...	...	1	...	...	3	3
Ellice	...	...	...	2	...	...	...	1	...	1	...	...	...	...	...	...	...	..	2
Fullarton	...	...	1	2	...	...	...	1	...	...	2	...	...	...	...	...	...	...	3
Logan	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
	2	1	5	25	2	3	1	3	...	1	4	3	...	7	1	1	2	5	20

COUNTY OF

Kincardine	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1

COUNTY OF

Camden & Zone.	...	...	4	4	1	1	1	1	...	...	2	...	...	...	...	...	1	...	6
Chatham	...	...	1	5	...	1	...	1	...	..	3	...	...	...	...	...	...	1	4
Dover, E. & W.	...	...	1	2	1	1	...	...	...	...	1	...	...	...	...	...	...	...	2
Harwich	...	...	1	9	...	1	...	...	...	3	4	...	...	...	1	...	...	1	5
Howard	...	...	4	9	...	...	1	...	...	3	1	...	2	2	2	...	...	2	9
Orford	...	...	3	3	...	...	...	...	...	1	1	...	...	2	1	...	...	1	4
Raleigh	...	...	3	9	1	1	...	...	...	5	1	1	...	...	...	1	...	2	6
Romney	...	...	...	3	...	...	...	...	...	1	...	...	...	...	...	1	...	1	3
Tilbury, East	..	...	...	3	...	...	...	...	...	1	1	...	...	...	1	...	...	...	2
" West	...	...	...	3	2	...	...	...	...	...	1	...	...	...	...	...	...	...	1
	...	...	17	50	5	5	2	2	...	14	15	1	2	4	5	2	1	8	42

COUNTY OF

Anderton	...	...	...	2	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1
Colchester	...	...	1	6	2	1	...	1	...	...	2	...	...	1	...	...	...	...	4
Gosfield	1	...	2	3	...	...	...	...	...	1	...	1	...	1	2	...	...	1	4
Maidstone	...	...	...	4	1	...	...	...	...	1	1	...	...	...	...	...	...	1	2
Malden	...	...	5	4	1	2	...	...	...	1	1	...	...	...	...	...	...	4	7
Mersea	1	...	...	6	...	...	...	...	...	2	...	...	1	1	1	1	1	...	2
Rochester	...	...	1	2	1	...	...	1	...	...	...	...	...	...	...	...	...	1	...
Sandwich	2	...	2	6	3	3	...	1	...	...	...	...	1	...	...	...	...	2	5
	4	...	11	33	8	7	...	3	...	6	4	1	2	3	3	1	1	9	25

COUNTY OF

Bosanquet	...	...	1	3	...	...	...	...	...	3	..	...	...	...	...	...	...	1	1
Brooke	...	...	...	3	1	...	...	...	...	1	1	...	...	...	...	...	...	...	1
Dawn	...	...	...	3	...	...	...	1	...	1	...	...	...	...	...	...	...	1	2
Euphemia	...	...	...	7	1	...	1	...	...	...	...	1	1	1	1	...	...	1	3
Moore	...	...	1	7	...	...	1	1	1	...	...	...	1	...	...	...	...	4	3
Plympton	...	...	1	6	1	2	...	...	...	1	...	...	...	2	...	...	...	1	5
Sarnia	1	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	2
Sombra	...	...	2	5	1	2	...	...	...	1	3	...	...	...	...	...	...	...	4
Warwick	...	...	...	10	3	1	...	...	...	1	3	...	...	...	...	...	...	2	4
	1	...	5	45	7	5	2	2	1	9	7	1	2	4	1			10	25

for 1850.—Table E.—(*Continued.*)

PERTH.

of School Houses.						Erection and Repairs of School Houses.						Titles.			
No. in bad repair.	No having one room only.	No. having more than one room.	No suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
3	4	...	5	2	...	7	...	4	...	4	...	£ 0 0 0	£66 13 1½	7	6	1	...
5	8	...	6	2	8	...	1	7	1	7	3	65 11 9	30 15 7½	8	7	...	1
3	7	...	7	...	7	...	1	6	...	7	2	90 0 0	3 13 6½	7	6	1	...
2	4	...	4	...	4	...	...	...	...	...	...	0 0 0	0 5 0	5	2	2	1
...	2	...	2	...	2	...	2	...	...	2	1	40 0 0	0 3 9	2	2	...	...
...	2	...	3	...	...	...	...	1	...	1	...	0 0 0	3 16 0	3	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	1	1	...	...
13	27	...	27	4	21	7	4	18	1	21	6	195 11 9	105 7 0½	33	27	4	2

BRUCE.

...	...	...	...	...	...	...	...	...	...	...	...	£ 0 0 0	£ 1 17 6	1	...	1	...

KENT.

2	8	...	8	...	...	8	1	7	1	7	..	£36 5 6	£4 8 7	8	8	...	...
2	6	...	5	...	..	...	3	3	...	6	...	0 0 0	3 0 0	6	3	3	...
1	3	...	3	...	...	...	2	1	1	...	...	0 0 0	2 7 6	3	1	1	1
5	10	...	9	...	4	2	...	6	3	3	...	0 0 0	2 10 0	10	...	10	...
4	1	...	4	...	...	...	1	...	1	1	...	0 0 0	2 10 0	13	2	8	3
2	6	...	6	...	6	...	6	...	...	...	1	£ 6 5 0	£ 9 3 10	6	3	3	...
6	9	...	9	...	7	2	5	4	8	...	...	0 0 0	0 15 7½	12	7	5	...
...	3	...	3	...	...	3	3	...	...	3	...	0 0 0	0 0 0	3	3	...	...
...	2	...	2	...	...	...	1	...	...	...	1	11 10 0	0 15 0	3	1	2	...
1	3	...	...	3	...	3	...	3	...	3	...	0 0 0	0 0 0	3	3	...	...
23	51	...	49	3	17	18	22	24	14	23	3	54 0 6	25 10 6½	67	31	32	4

ESSEX.

1	2	...	1	...	1	...	1	...	...	...	...	£ 0 0 0	£ 0 0 0	2	...	1	3
3	7	...	5	...	...	3	...	3	2	...	...	0 0 0	8 18 6	7	...	4	1
2	6	...	6	...	6	...	6	...	...	6	2	100 0 0	0 0 0	6	5	1	...
2	3	1	4	..	...	...	4	..	1	3	2	44 2 6	25 5 0	4	1	3	...
2	5	...	8	1	4	...	5	...	1	...	1	19 1 3	0 0 0	9	5	4	...
5	7	...	4	...	2	...	4	...	...	6	1	50 0 0	10 0 0	7	6	1	...
3	3	...	3	...	...	3	3	...	...	3	1	12 10 0	0 0 0	3	1	2	...
5	...	...	1	...	1	...	...	...	...	...	...	0 0 0	15 0 0	10	7	3	...
23	33	1	32	1	14	6	23	3	4	18	7	225 13 9	59 3 6	48	25	19	4

LAMBTON.

1	2	..	2	...	...	2	...	2	...	2	1	£30 12 0	£ 0 0 0	4	...	2	2
2	3	...	2	...	1	2	...	3	...	3	1	6 10 0	0 0 0	3	3	..	...
1	3	...	3	...	...	...	...	...	...	...	1	12 0 0	0 0 0	3	2	1	...
4	7	...	6	1	...	7	1	6	...	7	...	0 0 0	28 3 0	7	4	3	...
5	7	...	7	1	...	7	...	7	3	4	...	0 0 0	4 6 3	8	3	3	2
2	7	...	7	...	...	7	2	5	...	7	2	32 15 0	5 5 0	7	5	...	2
...	2	...	2	...	...	2	2	...	1	1	1	50 0 0	0 0 0	2	2	...	...
3	...	...	...	...	...	...	...	...	...	...	1	37 0 0	3 11 0	7	2	3	2
4	7	...	6	1	...	7	4	2	...	7	1	20 0 0	0 0 0	10	5	2	3
22	38	...	35	3	1	34	9	25	4	31	8	188 17 0	41 5 3	51	26	14	11

Cities, Towns and Villages in Upper Canada.	Kind, Sizes and Condition																		
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Cities.																			
Toronto	6	...	8	...	...	...	...	...	...	...	1	2	...	...	...	...	3	8	5
Hamilton	1	...	5	...	1	...	...	...	1	...	...	...	...	...	1	...	3	...	5
Kingston	1	2	10	...	2	2	1	1	...	1	2	1	...	...	...	...	2	1	3
	8	2	23	...	3	2	1	1	1	1	3	3	...	...	1	...	8	9	13
Towns.																			
Belleville	...	...	5	...	...	...	1	1	1	...	1	...	...	...	...	...	...	1	1
Brantford	1	...	2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	2	3
Brockville	1	2	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	3	1
Bytown	2	...	7	...	...	...	...	1	...	...	2	1	...	...	...	...	1	4	9
Cobourg	2	...	3	...	...	...	...	1	...	...	...	1	...	...	...	...	2	1	5
Cornwall	...	...	4	...	...	...	...	...	2	...	...	...	...	...	...	...	1	1	4
Dundas	...	1	2	...	...	...	...	...	1	...	...	...	...	...	...	...	2	...	3
Goderich	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
London	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Niagara	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	5
Peterborough	...	...	2	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	1
Picton	2	...	2	...	...	...	...	...	...	...	...	...	...	...	1	...	2	1	4
Port Hope	...	...	4	...	1	...	...	...	...	...	1	...	...	1	...	...	...	1	1
Prescott	...	3	1	...	1	...	...	...	...	...	..	1	..	...	...	...	...	2	3
St. Catharines	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
	9	6	46	...	2	...	1	3	4	1	4	4	...	2	1	...	8	31	43
Villages.																			
Galt	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Oshawa	See Whitby Township.																		
Paris	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	2
Richmond	See Goulbourn Township.																		
Thorold	...	...	3	...	1	...	...	...	...	...	...	...	...	1	...	...	1	...	3
Woodstock	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1
	1	2	5	...	1	...	...	...	...	...	...	...	...	1	...	...	3	3	6

for 1850.—Table E.—(*Continued.*)

of School Houses.											Erection and Repairs of School Houses.			Titles.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with Privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or Rented.	Title not reported.
...	11	3	14	...	9	5	9	5	11	3	...	£ 0 0 0	£265 14 0	14	3	11	...
1	6	...	6	...	6	...	6	...	6	...	1	405 0 0	0 0 0	6	...	6	...
10	11	2	13	...	1	12	...	13	13	...	...	0 0 0	12 13 6	13	3	10	...
11	28	5	33	...	16	17	15	18	30	3	1	405 0 0	278 7 6	33	6	27	...
4	3	2	5	...	...	5	...	5	2	3	... 1	£ 0 0 0	£ 0 0 0	5	1	4	...
...	2	1	3	...	1	2	1	2	3	...	...	396 14 5½	0 0 0	3	3	...	...
3	3	1	4	...	1	3	...	3	...	4	...	0 0 0	0 16 6	4	...	4	...
...	5	4	9	...	9	...	9	...	9	...	...	0 0 0	0 0 0	9	...	9	...
...	5	...	5	...	...	5	4	1	5	...	...	0 0 0	66 12 6	5	1	4	...
...	4	...	4	...	...	...	4	...	...	...	...	0 0 0	0 0 0	4	1	...	3
...	...	1	3	...	...	3	1	...	2	...	...	0 0 0	8 10 10	3	3	...	...
...	2	...	2	...	2	...	2	...	2	...	...	0 0 0	0 0 0	2	...	2	...
...	...	1	1	...	1	...	1	...	1	...	...	0 0 0	0 0 0	1	1	...	...
...	5	...	5	...	...	5	4	1	5	...	...	0 0 0	0 0 0	5	...	5	...
1	2	...	2	...	2	...	2	...	2	...	...	0 0 0	1 14 6	2	...	2	...
...	2	2	4	...	1	3	3	1	3	1	...	0 0 0	0 0 0	4	3	1	...
3	4	...	4	...	4	...	2	2	1	3	...	0 0 0	0 0 0	4	...	4	...
1	4	...	3	1	3	1	1	3	4	...	...	0 0 0	0 0 0	4	...	...	4
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	6	...	6	...
12	41	12	54	1	24	27	34	18	39	11	1	396 14 5½	77 14 4	61	13	41	7
...	...	1	1	...	1	...	1	...	1	...	...	£ 0 0 0	£ 0 0 0	1	...	...	1
...	1	1	2	...	2	...	...	...	...	...	1	284 0 1	0 0 0	2	2	...	...
..	3	...	3	...	3	...	...	3	3	...	...	0 0 0	7 10 0	3	1	2	...
1	1	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	2	...	...	2
1	5	2	6	...	6	...	1	3	4	...	1	284 0 1	7 10 0	8	3	2	3

COUNTIES, CITIES, TOWNS, AND VILLAGES IN UPPER CANADA.	Kind, Sizes and Condition																	
	Brick.	Stone.	Frame.	Log.	Less than 18 feet by 20 feet.	18 by 20 feet.	18 by 22.	18 by 24.	18 by 26, &c.	20 by 20.	20 by 22 and 24.	20 by 26, &c.	22 by 22.	22 by 24, &c.	24 by 24.	24 by 26 and 28.	24 by 30, &c.	Other sizes and not reported.	No. of School Houses in good repair.
Stormont	3	3	11	39	11	6	...	2	1	7	8	3	5	5	3	...	1	4	44
Dundas	...	6	11	41	3	7	1	7	...	14	5	2	2	1	6	1	5	4	34
Glengarry	...	...	9	51	4	12	...	1	1	16	7	...	2	3	4	3	2	3	38
Prescott	1	2	6	28	5	4	1	3	...	5	5	...	1	2	6	...	2	3	21
Russell	...	...	1	7	2	1	...	2	...	2	1	...	...	...	1	...	...	...	6
Carleton	...	...	4	70	18	5	4	1	...	19	6	1	1	3	6	2	1	7	47
Leeds	3	26	34	68	12	6	3	3	...	25	18	6	5	4	23	...	6	20	69
Grenville	2	22	6	52	3	10	...	3	1	17	15	4	1	...	7	2	12	7	55
Lanark	...	4	7	86	19	1	5	10	2	14	10	3	6	1	9	...	3	15	58
Renfrew	...	...	1	24	5	2	...	7	...	4	1	...	1	...	2	...	2	4	11
Frontenac	1	10	15	47	9	3	2	6	1	16	6	2	2	2	8	4	3	9	40
Lennox	...	...	30	8	5	1	1	8	3	1	4	1	...	3	2	2	6	1	20
Addington	1	7	27	32	7	4	1	4	1	14	6	1	4	1	10	7	7	...	40
Hastings	...	1	63	52	16	6	3	6	3	20	13	10	6	4	9	5	13	3	62
Prince Edward	1	5	76	13	1	6	1	6	3	10	14	13	3	8	11	4	11	4	60
Northumberland	1	...	75	33	7	8	6	12	...	15	19	7	...	17	5	3	4	6	68
Durham	4	...	37	38	4	5	5	8	3	5	13	4	4	4	7	2	4	11	55
Peterborough	...	...	13	79	18	6	1	8	1	20	8	1	6	4	8	1	..	9	56
York—N. Riding	...	...	38	47	2	7	3	6	1	10	14	4	7	3	10	2	1	15	64
" S. "	9	...	21	36	2	4	2	2	2	6	8	3	1	6	6	3	6	15	45
" E. "	8	...	56	14	2	3	1	1	1	12	4	8	5	4	5	3	14	15	47
" W. "	3	1	32	46	3	2	1	7	2	6	5	6	1	7	4	9	5	24	49
Simcoe	...	...	7	98	13	10	8	10	2	12	12	5	4	6	1	2	8	12	47
Wentworth	1	1	39	21	2	3	...	3	1	4	3	5	5	4	9	3	8	12	35
Halton	4	4	55	50	3	5	2	5	2	6	11	3	2	5	16	10	19	25	81
Lincoln	5	1	50	11	...	2	...	6	2	9	5	3	...	3	17	1	8	11	44
Welland	7	4	55	13	5	1	1	2	...	6	6	4	15	6	9	3	9	12	49
Haldimand	...	...	26	33	3	3	...	2	1	11	8	4	1	3	14	2	..	7	32
Norfolk	1	...	41	17	3	5	2	2	...	2	8	5	4	8	16	3	10	20	63
Oxford	7	...	83	59	9	6	2	9	2	9	23	13	5	14	7	15	12	23	84
Waterloo	3	8	45	68	8	4	4	7	4	10	16	10	4	15	16	7	8	31	97
Middlesex	9	1	100	101	8	11	11	6	2	12	36	8	15	17	17	16	10	41	116
Huron	...	...	4	33	3	...	...	2	4	4	6	6	...	5	5	...	...	2	21
Perth	2	1	5	25	2	3	1	3	...	1	4	3	...	7	1	1	2	5	20
Bruce	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Kent	...	...	17	50	5	5	2	2	...	14	15	1	2	4	5	2	1	8	42
Essex	4	...	11	33	8	7	...	3	...	6	4	1	2	3	3	1	1	9	25
Lambton	1	...	5	45	7	5	2	2	1	9	7	1	2	4	1	...	...	10	25
Cities in U. C.	8	2	23	...	3	2	1	1	1	1	3	3	...	...	1	...	8	9	13
Towns in do.	9	6	46	...	2	...	1	3	4	1	4	4	...	2	1	...	8	31	43
Villages in do.	1	2	5	...	1	...	..	...	...	...	...	...	...	1	...	...	3	3	6
Total, 1850	99	117	1191	1568	244	181	79	181	52	375	361	158	124	191	291	119	222	450	1833
" 1849	80	140	1117	1563	255	192	54	154	43	400	334	169	114	114	283	99	172	504	1824
Difference	19 Inc.	23 Dec.	74 Increase.	5	11 Decrease.	11	25 Increase.	27	9	25 Dec.	27 Inc.	11 Dec.	10	77 Increase.	8	20	50	54 Dec.	9 Inc.

for 1850.—General Abstract—Table E.

of School Houses.											Erection and Repairs of School Houses.			Titles.			
No. in bad repair.	No. having one room only.	No. having more than one room.	No. suitably furnished with desks, &c.	No. not so furnished.	No. with proper facilities for ventilation.	No. not so ventilated.	No. with suitable play-ground.	No. destitute of play-ground.	No. furnished with privies.	No. not so furnished.	No. of School Houses erected during the year.	Amount levied or subscribed for the erection of School Houses.	Amount levied or subscribed for the repairs of School Houses.	Total No. of School Houses.	Freehold.	Leased or rented.	Title not reported.
12	14	...	14	...	8	...	7	...	1	6	6	£266 19 9	£47 10 10	56	26	19	11
22	43	1	49	...	10	...	...	11	...	13	7	225 0 0	60 14 0	58	38	10	10
21	41	4	34	7	10	16	10	35	2	43	5	93 10 0	47 0 4	59	25	34	...
10	26	...	26	...	20	7	22	5	1	20	...	0 0 0	47 5 2	36	30	5	1
3	9	...	3	...	...	9	6	...	...	9	...	0 0 0	3 10 0	9	9	...	...
14	69	...	63	6	39	3	1	23	...	23	6	115 11 4	73 14 8	74	51	18	5
61	94	1	98	...	29	33	39	28	10	34	12	527 15 7	33 7 0½	131	80	33	18
25	58	...	56	...	...	39	22	17	1	38	2	42 0 0	45 13 0	82	55	14	13
36	82	2	68	2	1	21	3	19	4	18	10	307 11 7½	91 7 9	97	73	8	16
11	19	...	18	2	6	8	3	6	1	8	7	128 0 0	52 9 0	25	13	3	9
32	55	2	41	2	10	20	19	9	10	26	8	230 2 7	67 6 9	73	44	19	10
18	30	1	29	...	17	1	18	1	3	16	2	155 0 0	33 9 9	39	20	13	6
27	63	8	57	...	36	4	32	...	7	29	6	271 10 0	53 8 0	67	58	7	2
53	89	1	79	3	...	29	29	32	...	65	11	263 10 0	226 15 10½	116	70	19	27
34	77	18	89	6	28	67	45	60	24	71	6	213 1 0	52 14 2	95	61	34	...
41	108	1	88	19	36	45	37	24	21	38	14	530 17 4	150 17 9	109	76	21	12
22	75	...	67	8	2	21	7	30	8	18	7	318 11 0	59 15 1	79	59	8	12
37	86	...	65	18	6	38	10	29	3	39	14	377 10 6	58 9 7	95	66	18	11
21	48	...	57	4	5	27	15	24	...	28	8	180 7 6	20 4 1½	85	56	20	9
21	56	3	45	...	2	28	12	22	20	10	9	557 16 6	134 1 3½	66	46	11	9
25	72	2	65	9	12	42	4	49	9	44	5	323 10 0	100 13 6	78	53	24	1
31	83	...	83	...	2	33	18	20	9	29	5	134 9 0	69 10 4	82	62	15	5
39	48	1	74	...	13	41	12	42	5	50	8	286 11 7	73 18 10½	105	69	14	22
24	46	4	45	5	29	17	24	5	5	19	6	435 10 2	70 15 7½	62	41	16	5
31	107	...	104	2	45	28	21	42	17	56	4	220 4 11	127 16 3	113	77	27	9
22	62	3	65	1	28	18	4	34	16	34	4	173 0 0	37 16 1½	67	38	28	1
28	50	10	56	7	10	18	40	13	40	30	3	371 10 9	18 9 11¼	79	32	27	20
22	39	5	47	1	7	26	23	17	3	42	3	71 18 11	13 10 7	59	26	17	16
25	64	2	52	2	24	34	9	33	5	39	6	322 7 6	111 2 0½	89	44	36	9
64	134	4	125	10	26	94	17	98	13	97	12	707 4 4	81 19 5	149	79	39	31
43	112	4	97	8	26	27	24	40	33	49	19	564 14 9	156 3 8½	144	115	14	15
90	190	1	193	1	9	89	8	99	3	62	24	753 3 3	131 14 1¾	211	134	52	25
16	11	...	9	2	5	1	5	2	1	5	5	110 10 0	24 16 5	37	28	5	4
13	27	...	27	4	21	7	4	13	1	21	6	195 11 9	105 7 0½	33	27	4	2
...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	1 17 6	1	...	1	...
23	51	...	49	3	17	18	22	24	14	23	3	54 0 6	25 10 6½	67	31	32	4
23	33	1	32	1	14	6	23	3	4	18	7	225 13 9	59 3 6	48	25	19	4
22	38	...	35	3	1	34	9	25	4	31	8	188 17 0	41 5 3	51	26	14	11
11	28	5	33	...	16	17	15	18	30	3	1	405 0 0	278 7 6	33	6	27	...
12	41	12	54	1	24	27	34	18	39	11	1	396 14 5½	77 14 4	61	16	15	34
1	5	2	6	...	6	...	1	3	4	...	1	284 0 1	7 10 0	8	3	2	3
1086	2363	98	2302	137	600	996	664	978	371	1215	271	11214 17 3	2974 16 9½	2975	1685	741	549
595	2240	259	1117	1309	453	2087	519	1985	301	2221	77	Not reported before.		2973	1842	Imperfect.	
391 Increase.	123	161 Dec.	1185 Increase.	1172	147	1091 Dec.	145 Inc.	1007 Dec.	70 Inc.	1006 Dec.	201 Inc.			2 Inc.	157 Dec.		

STATISTICS OFFICE
DEPT. OF EDUCATION

PART II.—STATISTICAL

TABLE F.—School Visits, Libraries

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Cornwall	35	8	...	14	...	2	59	39	20	4	14	3
Finch	17	2	2	1	...	5	27	1	...	...	...	...
Osnabruck	25	18	11	19	...	35	108	27	24	1	21	...
Roxborough	18	2	12	2	12	9	55	16	8	...	4	...
	95	30	25	36	12	51	249	83	52	5	39	3

COUNTY OF

Matilda	23	10	9	7	...	33	82	28	16	1	9	...
Mountain	44	5	3	13	...	4	69	17	11	4	6	...
Williamsburgh	36	20	11	12	...	79	158	40	25	...	20	...
Winchester	9	4	2	...	...	9	24	17	2	...	3	...
	112	39	25	32	...	125	333	102	54	5	38	...

COUNTY OF

Charlottenburgh	32	13	8	11	...	44	108	35	16	17	10	...
Kenyon	28	6	2	2	...	10	48	16	16	15	2	...
Lancaster	16	5	5	6	...	30	62	42	...	...	4	...
Lochiel	11	8	3	5	2	7	36	8	2	...	4	...
	87	32	18	24	2	91	254	101	34	32	20	...

COUNTY OF

Alfred	4	...	...	1	...	8	13	4	...	...	...	...
Caledonia	6	...	9	3	...	...	18	5	4	...	1	...
Hawkesbury, East	33	2	1	...	...	...	36	26	12	...	5	...
" West	22	...	...	...	...	28	50	26	10	2	6	2
Longueuil	10	4	...	1	...	12	27	10	...	...	8	2
Plantagenet, North	11	3	3	3	...	8	28	6	5	2	1	...
" South	3	2	...	...	...	...	5	3	...	...	...	...
	89	11	13	8	...	56	177	80	31	4	21	4

COUNTY OF

Clarence	5	5	6	3	...	5	24	3	1	...	2	...
Cumberland	7	2	2	1	...	5	17	3	2	...	...	...
Russell	6	6	4	14	...	3	33	10	4	...	...	...
	18	13	12	18	...	13	74	16	7	...	2	...

SCHOOL REPORT FOR 1850.

and other Educational Institutions, &c.

STORMONT.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	140	...	...	1	140	...	...	...	...	...	...	...	...
3	129	...	...	...	...	3	129	...	...	...	...	...	...	...	...
3	129	1	140	...	...	4	269	...	...	...	...	...	...	...	...

DUNDAS.

1	45	3	450	...	...	4	495	...	...	1	84	...	...	1	84
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	3	58	3	58
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	45	3	450	...	...	4	495	...	...	1	84	3	58	4	142

GLENGARRY.

...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...

PRESCOTT.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	701	...	...	3	701	...	...	3	149	...	...	3	149
...	...	...	...	...	...	...	...	...	...	1	20	...	...	1	20
...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
...	...	5	701	...	...	5	701	...	...	4	169	...	...	4	169

RUSSELL.

...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	1	81	1	102	2	183	...	...	...	...	...	...	...	...
...	...	4	381	1	102	5	483	...	...	...	...	...	...	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	Number in which Globes, Apparatus, &c., are used.
Fitzroy	6	5	3	1	...	12	27	11	4	13	4	1
Gloucester	28	19	3	2	...	59	111	28	16	...	...	...
Goulbourn	8	...	...	...	...	...	8	9	9	...	...	...
Gower, North	31	...	...	...	...	...	31	31	8	...	...	...
Huntley	19	11	2	5	...	6	43	9	10	...	...	...
March (1849)	3	...	...	...	...	...	3	...	...	...	...	...
Marlborough	22	...	8	9	...	7	46	19	7	...	..	...
Nepean	23	1	...	...	...	2	26	22	13	...	...	...
Osgoode	30	9	5	5	...	18	67	39	10	1	2	...
	170	45	21	22	...	104	362	168	77	14	6	1

COUNTY OF

Bastard	42	5	4	5	...	34	90	27	20	3	5	2
Burgess, South	4	...	...	...	...	...	4	...	1	...	...	...
Crosby, North	14	7	1	11	2	7	42	11	6	1	5	1
" South	15	1	1	3	...	7	27	9	6	4	2	...
Elizabethtown	21	4	2	14	...	21	62	37	20	...	29	...
Elmsley, South	6	5	3	4	..	10	28	6	4	...	1	...
Escott	12	1	3	3	...	32	51	8	6	...	...	...
Kitley	40	2	13	2	...	66	123	39	14	1	8	1
Lansdowne, Front	5	13	...	...	...	17	35	17	1	...	2	...
Leeds, Front	2	13	1	2	...	20	38	2	3	...	...	...
Leeds & Lansdowne, Rr.	19	...	7	1	...	42	69	16	12	...	3	...
Yonge	22	26	5	7	6	76	142	43	16	2	15	...
	202	77	40	52	8	332	711	215	109	11	70	4

COUNTY OF

Augusta	48	14	6	5	2	45	120	59	24	2	16	...
Edwardsburgh	20	4	4	12	...	32	72	30	2	...	9	...
Gower, South	4	...	...	...	...	5	9	4	...	...	1	...
Oxford	27	35	35	20	...	62	150	34	4	6	8	..
Wolford	29	9	4	4	...	61	107	27	22	...	7	1
	128	62	20	41	2	205	458	154	52	8	41	1

COUNTY OF

Bathurst	21	5	2	1	...	17	46	15	10	...	3	...
Beckwith	16	10	3	7	1	27	64	24	...	9	3	1
Burgess, North	8	1	6	...	...	6	21	6	3	...	...	...
Dalhousie and Levant	13	15	3	2	...	31	64	18	7	...	1	...
Darling	6	1	...	...	...	...	7	1	3	...	...	...
Drummond	26	5	2	7	...	16	56	22	11	5	10	...
Elmsley, North	14	2	1	1	...	4	22	17	6	...	3	...
Lanark	21	12	5	9	...	33	80	16	10	6	13	...
Montague	37	16	7	7	...	13	80	23	9	...	2	...
Ramsay	26	4	4	1	...	11	46	27	1	13	13	...
Sherbrooke, North	5	...	1	...	...	...	6	6	1	...	1	...
" South	1	...	...	...	...	...	1	...	...	...	...	...
	194	71	34	35	1	158	493	175	61	33	49	1

for 1850.—Table F.—(*Continued.*)

CARLETON.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
1	90	...	...	...	...	1	90	...	...	...	...	...	...	...	...
...	...	2	120	...	...	2	120	...	...	...	...	...	...	...	...
...	...	1	127	...	...	1	127	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	103	...	...	1	103	...	...	...	...	2	32	2	32
1	90	4	350	...	...	5	440	...	...	...	...	2	32	2	32

LEEDS.

1	17	9	1266	...	...	10	1283	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	400	...	...	3	400	...	...	...	...	...	...	...	...
3	263	1	110	...	...	4	373	...	...	...	...	...	...	...	...
...	...	13	1380	...	...	13	1380	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	3	251	...	...	3	251	...	...	...	...	...	...	...	...
1	80	6	1198	...	...	7	1278	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	42	...	...	1	42	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	11	1	18	2	29
1	80	11	1315	1	350	13	1745	...	...	...	...	...	...	...	...
6	440	48	6062	1	350	55	6852	...	...	1	11	1	18	2	29

GRENVILLE.

...	...	6	650	...	...	6	650	...	...	...	...	...	...	...	...
...	...	2	210	...	...	2	210	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	112	...	...	1	112	...	...	1	35	...	...	1	35
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
...	...	10	1172	...	...	10	1172	...	...	1	35	...	...	1	35

LANARK.

...	...	1	74	...	...	1	74	...	...	...	...	...	...	...	...
...	...	2	470	2	538	4	1008	...	...	...	...	...	...	...	...
...	...	1	105	...	...	1	105	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	3	329	1	109	4	438	...	...	...	...	...	...	...	...
...	...	3	400	1	400	4	800	...	...	...	...	2	32	2	32
...	...	5	950	1	490	6	1440	...	...	1	...	1	10	2	10
1	20	1	100	...	...	2	120	...	...	...	...	...	...	..	...
...	...	2	200	1	670	3	870	...	...	...	...	...	...	...	...
...	...	1	200	1	500	2	700	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	20	21	3028	7	2707	29	5755	...	...	1	...	3	42	4	42

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Admaston	4	2	6	...	...	...	12	6	1	...	1	...
Bagot	1	...	...	...	...	4	5	4	...	...	...	...
Bromley	8	...	1	...	...	...	9	8	2	...	1	...
Horton	3	...	4	...	...	6	13	4	...	...	1	...
McNab	5	8	10	5	...	15	43	8	4	...	4	...
Packenham	17	5	6	4	...	10	42	20	5	6	6	1
Pembroke	7	14	1	...	...	36	58	4	2	2	...	...
Ross	1	...	...	4	...	...	5	...	...	...	...	...
Westmeath & Stafford	5	4	...	...	...	...	9	8	5	...	2	...
	51	33	28	13	...	71	196	62	19	8	15	1

COUNTY OF

Bedford	8	3	2	2	...	...	15	3	1	...	...	...
Kingston	18	8	4	6	...	102	138	13	5	...	11	...
Loughborough	24	8	7	10	...	28	77	14	5	...	3	...
Pittsburgh	19	4	2	1	...	19	45	9	...	...	4	...
Portland & Hinchinbrooke	14	11	...	12	...	35	72	20	13	2	7	...
Storrington	18	...	1	1	...	3	23	18	...	...	1	...
Wolfe Island	5	5	...	...	...	5	15	6	...	...	6	...
	106	39	16	32	...	192	385	83	24	2	32	...

COUNTY OF

Adolphustown	8	...	...	2	...	36	46	8	...	...	2	...
Fredricksburgh	11	10	8	10	...	64	103	17	4	19	13	...
Richmond	28	4	1	5	...	44	82	27	6	8	9	...
	47	14	9	17	...	144	231	52	10	27	28	...

COUNTY OF

Amherst Island	7	...	1	...	...	1	9	4	5	...	...	...
Camden, East	25	28	9	11	...	63	136	29	19	4	18	4
Ernestown	23	15	4	19	...	106	167	22	11	...	23	1
Sheffield	3	...	...	...	...	...	3	...	...	...	...	...
	58	43	14	30	...	170	315	55	35	4	41	5

COUNTY OF

Hungerford	9	...	13	5	...	29	56	3	2	...	4	...
Huntingdon	51	9	3	28	...	...	91	5	6	1	4	...
Madoc & Elzevir	12	16	2	3	...	24	51	8	13	...	4	...
Marmora	6	...	...	...	...	...	6	...	...	...	...	...
Rawdon	24	7	2	2	...	34	69	10	4	2	3	...
Sidney	11	15	...	...	...	76	102	18	6	5	1	...
Thurlow	59	15	15	13	...	220	322	50	39	2	15	...
Tyendinaga	55	12	2	10	1	54	134	38	25	2	13	...
	227	74	37	61	1	437	837	132	95	12	44	...

for 1850.—Table F.—(*Continued.*)

RENFREW.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar & Private Schools.	Total Number of Students and Pupils therein.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	161	...	...	1	161	...	...	...	...	...	...	...	...
...	...	...	...	2	280	2	280	...	...	...	...	1	10	1	10
...	...	1	50	...	...	1	50	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	1	90
...	...	3	311	2	280	5	591	...	...	...	...	1	10	2	100

FRONTENAC.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	1	84	...	...	1	84	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	384	...	...	4	384	...	...	...	...	...	...	...	...

LENNOX.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

ADDINGTON.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...
1	100	2	209	...	...	3	309	...	...	1	...	1	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...
1	100	2	209	...	...	3	309	...	...	2	...	2	...	4	...

HASTINGS.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	262	1	50	4	312	...	...	...	...	...	...	...	...
1	39	1	80	...	...	2	119	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	116	1	100	...	...	3	216	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	100	1	75	2	175	...	...	...	...	...	...	...	...
3	155	6	542	2	125	11	822	...	...	...	...	...	...	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Ameliasburgh	60	13	3	...	...	64	140	28	13	4	15	3
Athol	17	4	6	4	...	34	65	15	10	...	10	...
Hallowell	24	13	7	8	...	92	144	21	8	5	10	2
Hillier	37	7	4	...	1	113	162	14	19	11	15	4
Marysburgh	34	14	6	...	...	80	134	31	22	1	9	...
Sophiasburgh	18	8	6	4	...	28	64	11	12	4	16	...
	190	59	32	16	1	411	709	120	84	25	75	9

COUNTY OF

Alnwick	4	3	1	...	...	...	8	...	2	...	...	...
Cramahé	39	9	5	1	4	49	107	30	27	...	13	...
Haldimand	73	14	5	11	...	43	146	24	22	12	14	...
Hamilton	37	15	2	...	...	11	65	18	11	4	15	...
Monaghan, South	19	7	9	6	...	5	46	18	5	...	...	...
Percy	36	4	...	1	...	34	75	31	10	...	2	...
Murray	18	8	4	...	..	45	75	...	...	8	4	...
Seymour	20	3	5	2	...	13	43	17	6	...	...	...
	246	63	31	21	4	200	565	138	83	24	48	...

COUNTY OF

Cartwright	11	3	5	...	...	...	19	9	2	6	2	...
Cavan	62	3	8	7	...	4	84	39	9	...	...	...
Clarke	74	21	4	14	...	65	178	33	16	5	11	1
Darlington	56	18	3	13	...	36	126	56	20	4	16	4
Hope	35	3	...	12	...	30	80	14	...	...	6	...
Manvers	17	4	7	...	...	15	43	11	9	...	...	...
	255	52	27	46	...	150	530	162	56	15	35	5

COUNTY OF

Asphodel	32	3	1	...	...	18	54	12	8	...	1	1
Belmont	2	...	2	...	...	4	8	1	1	...	...	...
Douro	6	...	2	2	...	...	10	1	3	...	...	...
Dummer	11	1	...	3	...	...	15	1	...	...	...	...
Eldon	9	...	...	...	...	4	13	1	...	...	...	...
Emily	33	...	5	6	...	30	74	30	17	...	...	...
Ennismore	2	...	...	20	...	...	22	1	1	...	...	...
Fenelon	...	...	...	...	...	...	...	...	...	...	...	...
Mariposa	13	2	9	8	...	28	60	15	...	6	4	...
Monaghan, North	9	...	6	...	...	12	27	8	4	1	...	...
Ops	8	1	1	2	...	24	36	4	1	...	...	...
Otonabee	34	4	3	1	...	43	85	14	7	...	5	...
Smith	19	...	...	...	...	21	40	14	7	2	3	1
Verulam	2	1	2	2	...	...	7	...	...	...	...	...
	180	12	31	44	...	184	451	102	49	9	13	2

for 1850.—Table F.—(*Continued.*)

PRINCE EDWARD.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	...	5	426	...	...	5	426	...	...	1	23	...	...	1	23
...	...	1	74	...	...	1	74	...	...	...	...	2	29	2	29
...	...	2	200	...	...	2	200	...	...	1	54	...	...	1	54
...	...	2	181	...	...	2	181	...	...	1	30	...	...	1	30
...	...	2	186	...	...	2	186	...	...	...	...	...	...	...	...
...	...	6	1050	1	150	7	1200	...	...	1	35	...	...	1	35
...	...	18	2117	1	150	19	2267	...	...	4	142	2	29	6	171

NORTHUMBERLAND.

...	...	...	...	...	...	...	...	...	...	...	...	1	80	1	80
...	...	8	802	2	230	10	1032	...	...	...	...	3	46	3	46
...	...	6	714	...	...	6	714	...	...	...	...	1	11	1	11
...	...	3	280	...	...	3	280	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	5	651	...	...	5	651	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	24	2647	2	230	26	2877	...	...	...	...	5	137	5	137

DURHAM.

1	52	...	...	...	...	1	52	...	...	...	...	...	...	...	...
...	...	5	379	...	...	5	379	...	...	...	...	1	...	1	...
1	36	5	1129	1	400	7	1565	...	...	...	...	2	32	2	32
...	...	3	470	...	...	3	476	...	...	...	...	6	56	6	56
...	...	6	555	1	55	7	610	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	88	19	2533	2	455	23	3076	...	...	...	...	9	88	9	88

PETERBOROUGH.

...	...	3	320	...	...	3	320	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	38	1	150	...	...	2	188	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	200	...	...	...	...	1	200	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	1	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
1	65	2	150	...	...	3	215	...	...	...	...	...	...	...	...
...	...	1	80	...	...	1	80	...	...	...	...	...	...	...	...
1	200	...	...	...	...	1	200	...	...	...	...	...	...	...	...
4	503	11	1100	...	...	15	1603	...	...	1	...	...	...	1	...

PART II.—Statistical School Report

COUNTY OF YORK—

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	Number in which Globes, Apparatus, &c., are used.
Brock	26	7	3	7	...	13	56	27	12	...	1	...
Georgina	10	10	...	...	...	...	20	...	...	...	2	...
Gwillimbury, North	3	1	...	1	...	2	7	1	...	...	3	...
" East	...	5	...	1	...	9	15	10	2	5	5	1
Mara	2	...	...	2	...	...	4	...	...	...	...	...
Reach	15	11	3	2	5	31	67	18	...	...	7	...
Scott	8	3	2	4	...	2	19	4	2	...	...	...
Thorah	5	...	6	4	...	3	18	7	...	...	2	...
Uxbridge	15	4	4	8	...	14	45	9	4	...	1	...
Whitchurch	27	12	...	5	...	45	89	14	21	27	14	...
	111	53	18	34	5	119	340	90	41	32	35	1

COUNTY OF YORK—

Etobicoke	60	7	2	1	...	30	100	29	19	24	7	...
King	60	18	1	9	...	40	128	55	25	42	13	1
Vaughan	56	31	6	25	6	30	154	37	4	47	16	...
York	46	28	5	7	...	77	163	27	6	13	17	2
	222	84	14	42	6	177	545	148	54	126	53	3

COUNTY OF YORK—

Markham	74	18	5	4	...	40	141	43	22	15	20	...
Pickering	50	11	5	6	...	34	106	36	10	5	16	1
Scarborough	34	4	4	...	...	5	47	33	10	2	9	...
Whitby	72	2	8	11	...	54	147	36	39	...	22	2
	230	35	22	21	...	133	441	148	81	22	67	3

COUNTY OF YORK—

Albion	33	20	8	7	...	37	105	31	15	6	6	...
Caledon	29	11	2	6	...	22	70	22	13	...	2	...
Chinguacousey	87	21	5	6	...	79	198	52	20	8	15	...
Gore of Toronto	35	5	2	...	...	37	79	15	7	...	3	...
Toronto	32	12	2	1	...	35	82	25	24	2	2	...
	216	69	19	20	...	210	534	145	79	16	28	...

for 1850.—Table F.—(*Continued.*)

NORTH RIDING.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	...	2	115	1	118	3	233	...	...	...	...	...	...	...	...
...	...	1	40	1	100	2	140	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	124	...	...	1	124	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	125	...	...	2	125	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	725	...	...	4	725	...	...	1	...	...	...	1	...
...	...	10	1129	2	218	12	1347	...	...	1	...	...	...	1	...

SOUTH RIDING.

...	...	1	126	1	52	2	178	...	...	...	...	1	...	1	...
1	60	5	787	1	60	7	907	...	...	...	...	...	...	...	...
...	...	1	90	...	...	1	90	...	...	...	...	...	...	...	...
...	...	10	2784	1	40	11	2824	...	...	...	...	...	...	...	...
1	60	17	3787	3	152	21	3999	...	...	...	...	1	...	1	...

EAST RIDING.

1	100	2	201	...	...	3	301	...	...	...	...	...	...	...	...
...	...	3	500	1	540	4	1040	...	...	...	...	...	...	...	...
...	...	3	388	1	520	4	908	...	...	...	...	3	58	3	58
...	...	3	376	1	130	4	506	...	...	1	45	2	40	3	85
1	100	11	1465	3	1190	15	2755	...	...	1	45	5	98	6	143

WEST RIDING.

...	...	5	1050	1	350	6	1400	...	...	...	...	2	102	2	102
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	920	...	...	4	920	...	...	...	...	4	...	4	...
2	...	1	200	...	...	3	200	...	...	...	...	...	...	...	...
2	...	3	305	...	...	5	305	...	...	...	...	...	...	...	...
2	...	13	2475	1	350	18	2825	...	...	...	...	6	102	6	102

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Adjala	10	7	4	3	...	18	42	19	7	...	...	...
Collingwood	...	...	...	...	...	...	...	2	...	...	...	...
Essa	3	6	10	2	...	2	23	10	1	...	4	...
Flos	2	...	...	...	...	...	2	2	1	...	...	...
Gwillimbury, West	47	17	4	9	...	35	112	34	15	3	10	...
Innisfil	14	2	...	4	...	5	25	8	2	2	2	...
Medonte	6	6	4	...	...	32	48	11	3	...	...	...
Mono	24	13	8	2	...	21	68	27	14	...	...	...
Mulmur	2	...	...	2	...	...	4	2	2	...	...	...
Nottawasaga	15	...	6	...	...	...	21	21	4	...	...	...
Orillia	2	...	...	...	...	...	2	2	...	...	...	...
Oro	11	...	6	3	...	3	23	8	...	1	1	...
St. Vincent	2	...	...	...	...	5	7	4	...	...	2	...
Sunnidale	2	...	...	...	...	...	2	1	1	...	...	...
Tecumseth	34	7	4	...	...	9	54	31	20	11	10	...
Tiny and Tay	3	34	1	3	...	2	43	2	1	...	...	...
Vespra	8	1	...	2	...	...	11	4	4	...	1	...
	185	93	47	30	...	132	487	188	75	17	30	...

COUNTY OF

Ancaster	22	5	3	3	...	21	54	27	13	1	10	1
Barton	14	4	3	...	...	5	26	4	5	...	4	...
Binbrooke	5	3	...	1	...	1	10	2	...	...	5	...
Brantford	15	8	3	3	...	23	52	37	19	6	10	...
Glandford	11	9	2	5	...	19	46	7	4	...	3	...
Onondaga	3	2	4	...	...	2	11	3	...	2	1	...
Saltfleet	12	6	...	1	...	24	43	15	11	9	11	1
	82	37	15	13	...	95	242	95	52	18	44	2

COUNTY OF

Beverley	22	6	3	...	...	38	69	28	17	15	8	...
Dumfries	21	19	5	1	...	38	84	33	5	17	14	...
Esquesing	36	32	15	5	...	36	124	32	11	22	11	1
Flamborough, East	4	6	2	...	...	8	20	...	1	...	6	...
" West	23	4	2	...	...	16	45	14	18	...	6	...
Nassagaweya	17	9	3	6	...	15	50	16	5	4	4	...
Nelson	38	20	6	5	...	39	108	22	16	7	15	...
Trafalgar	69	12	9	20	...	87	197	47	31	19	17	2
	230	108	45	37	...	277	697	192	104	84	81	3

COUNTY OF

Caistor	4	...	2	2	...	...	8	3	1	9	5	...
Clinton	12	25	...	3	3	74	117	15	13	1	12	5
Gainsborough	14	3	4	8	...	10	39	14	1	2	10	3
Grantham	13	...	...	...	...	50	63	16	8	16	7	1
Grimsby	24	5	10	11	2	23	83	20	13	9	13	3
Louth	3	5	1	1	...	12	22	10	1	2	7	4
Niagara	7	1	2	...	...	8	18	2	...	6	4	2
	77	39	19	25	5	177	350	80	37	45	58	18

for 1850.—Table F.—(*Continued.*)

SIMCOE.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	250	1	100	2	350	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
1	250	...	...	...	...	1	250	...	...	...	...	...	...	...	...
...	...	1	250	...	...	1	250	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	300	...	...	2	300	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	300	...	...	1	300	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	750	...	...	5	750	...	...	1	44	6	55	7	99
1	250	11	1950	1	100	13	2300	...	...	1	44	6	55	7	99

WENTWORTH.

1	232	5	720	1	50	7	1002	...	...	1	45	2	26	3	71
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
...	...	1	108	...	...	1	108	...	...	...	...	...	...	...	...
3	159	5	533	...	...	8	692	...	...	...	...	5	100	6	100
...	...	2	350	...	...	2	350	...	...	...	...	2	20	2	20
1	15	...	...	...	...	1	15	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	406	14	1911	1	50	20	2367	...	...	1	45	10	146	11	191

HALTON.

1	30	3	393	1	300	5	723	...	...	...	...	3	31	3	31
1	127	2	425	...	...	3	552	...	...	...	...	...	...	...	...
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	20	2	340	1	300	4	660	...	...	...	...	2	40	2	40
...	...	1	100	1	150	2	250	...	...	...	...	...	...	...	...
...	...	4	800	...	...	4	800	...	...	...	...	1	40	1	40
...	...	7	1152	1	183	8	1335	...	...	1	60	4	80	5	140
3	177	20	3410	4	933	27	4520	...	...	1	60	10	191	11	251

LINCOLN.

...	...	5	819	...	..	5	819	...	...	...	...	...	...	...	...
...	...	6	1275	...	...	6	1275	...	...	1	32	...	...	1	32
...	...	8	1635	...	...	8	1635	...	...	...	...	...	...	...	...
...	...	1	150	...	...	1	150	...	...	...	...	...	...	...	...
...	...	4	590	...	...	4	590	...	...	...	...	1	12	1	12
...	...	2	185	...	...	2	185	...	...	...	...	...	...	...	...
...	...	4	550	...	...	4	550	...	...	...	...	1	6	1	6
...	...	30	5204	...	...	30	5204	...	...	1	32	2	18	3	50

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Bertie	13	8	8	6	...	24	59	20	9	66	13	3
Crowland	5	13	9	9	...	46	82	11	2	44	10	1
Humberstone	5	9	5	9	...	69	97	9	15	30	7	2
Pelham	11	6	5	11	...	176	209	24	4	23	15	6
Stamford	18	11	...	7	...	49	85	18	1	36	19	4
Thorold	10	4	7	12	...	70	103	21	7	84	15	7
Wainfleet	...	...	5	9	...	9	23	4	1	...	7	9
Willoughby	13	...	5	2	...	2	22	11	...	1	6	1
	75	51	44	65	...	445	680	118	39	284	92	33

COUNTY OF

Canborough	11	11	2	6	...	19	49	12	6	4	6	...
Cayuga, North	14	8	1	...	...	12	30	9	5	...	4	...
" South	3	1	...	...	...	12	16	5	...	1	1	...
Dunn	3	...	...	...	...	...	3	...	...	...	...	...
Moulton and Sherbrooke	4	4	10	...	...	9	27	6	...	1	2	...
Oneida	9	15	13	...	...	30	67	8	7	...	2	...
Rainham	10	2	...	...	...	...	12	8	4	8	6	3
Seneca	19	34	2	3	...	17	75	16	20	3	5	...
Walpole	10	8	2	...	...	21	41	13	11	...	2	...
	83	78	30	9	...	120	320	77	53	17	28	3

COUNTY OF

Charlotteville	13	3	...	2	...	44	62	10	1	19	6	...
Houghton	6	...	6	2	...	11	25	...	...	...	4	...
Middleton	8	6	...	1	...	...	15	5	5	6	6	...
Townsend	25	14	7	3	...	31	80	12	4	12	18	6
Walsingham	45	5	10	8	...	17	85	34	27	63	13	...
Windham	15	9	...	5	...	12	41	14	2	27	11	4
Woodhouse	5	6	...	5	...	...	16	8	1	38	14	3
	117	43	23	26	...	115	324	83	40	165	72	13

COUNTY OF

Blandford	19	14	9	5	2	50	99	11	6	21	5	...
Blenheim	32	4	6	1	...	70	113	34	25	15	12	1
Burford	45	8	4	2	...	53	112	41	18	15	14	...
Dereham	14	5	1	...	3	33	56	7	5	5	4	...
Nissouri	14	3	...	...	...	11	28	10	5	7	3	...
Norwich	23	9	7	2	...	44	85	22	14	33	21	3
Oakland	17	3	6	5	...	12	43	13	5	9	5	2
Oxford, North	13	...	11	...	...	2	26	9	3	...	2	...
" East	16	4	3	5	...	87	115	15	10	33	7	...
" West	17	8	6	2	...	18	51	13	6	38	8	5
Zorra, East	10	5	3	...	...	18	36	12	8	7	8	...
" West	20	8	15	2	...	20	65	22	10	6	2	...
	240	71	71	24	5	418	829	209	115	189	91	11

for 1850.—Table F.—(*Continued.*)

WELLAND.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
1	60	1	150	2	320	4	530	...	...	...	...	...	...	...	...
...	...	3	420	...	...	3	420	...	...	...	...	...	...	...	...
...	...	1	145	...	...	1	145	...	...	...	...	2	30	2	30
...	...	6	600	...	...	6	600	...	...	...	...	...	...	...	...
1	80	1	475	...	...	2	555	...	...	...	...	2	35	2	35
...	...	7	680	1	200	8	880	...	...	...	...	...	...	...	...
...	...	2	330	1	250	3	580	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	140	21	2800	4	770	27	3710	...	...	...	...	4	65	4	65

HALDIMAND.

...	...	4	613	...	...	4	613	...	...	...	...	1	10	1	10
...	...	1	150	...	...	1	150	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	230	...	...	2	230	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	1	130	...	...	1	130	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	11	1423	...	...	11	1423	...	...	...	...	1	10	1	10

NORFOLK.

...	...	3	277	...	...	3	277	...	...	...	...	1	10	1	10
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	100	1	100	...	...	2	200	...	...	...	...	...	...	...	...
1	100	5	494	...	...	6	594	...	...	...	...	4	73	4	73
...	...	4	408	...	...	4	408	...	...	...	...	...	...	...	...
...	...	8	867	...	...	8	867	...	...	...	...	...	...	...	...
1	100	10	1668	1	400	12	2168	...	...	2	40	2	45	4	85
3	300	31	3814	1	400	35	4514	...	...	2	40	7	128	9	168

OXFORD.

...	...	2	112	...	...	2	112	...	...	...	...	...	...	...	...
3	94	...	...	...	...	3	94	...	...	...	...	...	...	...	...
...	...	7	858	...	...	7	858	...	...	...	...	1	41	1	41
...	...	4	505	1	120	5	625	...	...	...	...	...	...	...	...
...	...	3	343	...	...	3	343	...	...	...	...	...	...	...	...
5	177	4	593	1	180	10	950	...	...	...	...	2	33	2	33
...	...	2	340	...	...	2	340	...	...	...	...	...	...	...	...
...	...	1	220	...	...	1	220	...	...	...	...	...	...	...	...
...	...	1	108	...	...	1	108	...	...	...	...	1	...	1	...
...	...	4	400	1	...	5	400	...	...	1	...	1	25	2	25
1	102	3	296	...	...	4	398	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	373	31	3775	3	300	43	4448	...	...	1	...	5	99	6	99

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Amaranth	...	1	...	...	...	...	1	1	...	...	...	...
Arthur	6	4	...	...	...	...	10	4	4	...	...	...
Bentinck and Glenelg	1	...	...	...	...	3	4	...	...	...	...	...
Derby and Sydenham	8	7	2	1	...	16	34	5	3	...	2	1
Eramosa	11	6	2	...	...	9	28	17	4	7	4	...
Erin	11	7	4	4	...	11	37	9	10	...	1	...
Garafraxa	3	1	6	...	...	2	12	5	...	...	1	...
Guelph	18	5	9	4	...	26	62	19	4	19	10	3
Holland	3	1	1	...	...	13	18	4	2	...	...	...
Nichol	10	7	8	10	...	15	50	11	6	2	3	...
Peel and Maryborough	8	2	2	...	...	1	13	4	2	...	...	...
Puslinch	18	5	6	11	...	41	31	8	8	...	3	...
Sullivan	9	2	6	8	...	24	49	8	2	...	...	...
Waterloo	35	41	3	10	...	80	169	38	3	11	26	...
Wellesley	26	17	7	...	...	5	55	13	4	...	7	...
Wilmot	30	14	2	5	...	27	78	31	20	1	15	...
Woolwich	26	52	2	2	...	20	102	16	9	...	5	...
	223	172	60	55	...	293	803	193	81	40	77	4

COUNTY OF

Adelaide	15	4	8	6	2	8	43	72	...	...	...	...
Aldborough	6	1	...	...	...	7	14	5	7	...	1	...
Bayham	16	4	2	2	...	19	43	16	12	9	8	...
Carradoc	15	5	4	3	1	...	28	12	9	7	1	...
Delaware	8	...	1	1	...	14	24	7	3	...	2	1
Dorchester	20	1	5	9	...	20	55	17	14	28	9	3
Dunwich	10	2	2	2	...	7	23	9	8	12	3	1
Ekfrid	18	2	2	...	...	10	32	18	10	7	2	1
Lobo	9	7	4	15	...	21	56	14	1	22	5	1
London	54	12	3	7	...	23	99	31	30	57	14	...
Malahide	15	12	1	12	...	52	92	11	5	37	22	3
Metcalfe	8	2	6	2	...	2	20	6	...	...	...	...
Mosa	19	5	5	3	...	17	49	16	5	5	3	...
Southwold	37	12	2	4	...	27	82	35	18	5	13	..
Westminster	16	1	1	12	...	29	59	19	5	44	9	1
Williams	7	1	4	1	...	2	15	10	1	7	3	1
Yarmouth	16	9	...	4	...	70	99	31	8	31	21	5
	289	80	50	83	3	328	833	264	138	271	116	17

COUNTY OF

Ashfield	2	...	3	...	...	8	13	...	...	...	...	...
Biddulph	2	1	4	...	...	...	7	8	2	...	...	...
Colborne	4	2	...	3	...	...	9	4	2	...	...	...
Goderich	11	8	2	3	...	17	41	21	3	2	1	1
Hullet	1	...	...	1	...	...	2	1	...	...	...	...
McGillivray	12	2	...	...	...	...	14	6	3	...	...	...
McKillop	5	9	9	1	...	9	33	6	5	...	1	...
Stanley	3	9	3	4	...	...	19	12	4	...	...	...
Stephen	3	...	12	3	...	20	38	1	1	...	...	...
Tuckersmith	2	6	1	1	...	5	15	9	...	...	2	...
Usborne	1	...	...	...	...	...	1	1	...	...	...	...
Wawanosh	...	...	1	2	...	4	7	2	9	8	1	...
	46	37	35	18	...	63	199	71	29	10	5	1

for 1850.—Table F.—(*Continued.*)

WATERLOO.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	520	2	172	7	692	...	...	...	...	...	...	...	...
...	...	1	160	...	...	1	160	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	2	541	1	484	7	1025	...	...	1	24	5	114	6	138
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	572	4	1089	9	1661	...	...	1	78	1	20	2	98
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	270	1	77	4	347	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
4	..	19	2463	8	1822	31	4285	...	...	2	102	6	134	8	236

MIDDLESEX.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	60	...	...	...	...	1	60	...	...	...	...	...	...	...	...
...	...	8	700	...	...	8	700	...	...	...	...	3	50	3	50
...	...	...	...	1	104	1	104	...	...	2	128	2	60	4	188
...	...	...	...	1	225	1	225	...	...	...	...	...	...	...	...
...	...	6	739	...	...	6	739	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
3	300	...	...	5	450	8	750	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	400	2	850	4	1250	...	...	...	...	...	...	...	...
1	45	6	1334	...	...	7	1379	...	...	...	...	1	15	1	15
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	46	...	...	1	46	...	...	...	...	...	...	...	...
1	20	2	480	1	150	4	650	...	...	...	...	2	23	2	23
1	90	4	483	2	263	7	836	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	40	2	250	2	532	5	822	...	...	1	30	2	70	3	100
8	555	32	4532	14	2574	54	7661	...	...	3	158	10	218	13	376

HURON.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	50	2	50	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	85	2	235	...	...	3	320	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	...	...	...
1	95	...	...	...	...	1	95	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	100	...	...	2	100	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
2	180	5	435	2	50	9	665	...	...	...	...	...	...	...	...

PART II.—Statistical School Report

COUNTY OF

TOWNSHIPS IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	Number in which Globes, Apparatus, &c., are used.
Blanchard	12	5	5	1	...	28	51	9	8	...	...	...
Downie	12	4	...	...	...	10	26	11	4	4	2	...
Easthope, North.	9	7	9	6	1	25	57	10	1	16	4	...
" South	5	5	2	2	...	8	22	5	...	...	4	...
Ellice	2	...	7	...	...	11	20	5	1	...	1	...
Fullarton	7	2	8	1	...	25	43	7	3	...	...	...
Logan	1	1	1	...	...	...	3	1	...	...	...	...
	48	24	32	10	1	107	222	48	17	20	11	...

COUNTY OF

Kincardine	1	...	...	...	...	...	1	...	...	...	...	...

COUNTY OF

Camden and Zone	15	6	7	11	...	28	67	13	3	...	1	...
Chatham	5	3	1	...	...	9	18	8	2	1	2	...
Dover, East and West	1	...	2	...	...	10	13	1	...	1	1	...
Harwich	7	2	2	...	...	26	37	10	2	...	3	...
Howard	12	2	3	1	...	25	43	4	...	1	4	...
Orford	9	...	1	1	...	8	19	10	8	2	3	1
Raleigh	8	3	1	1	...	10	23	7	4	...	3	...
Romney	2	...	1	...	...	...	3	1	...	...	...	...
Tilbury, East	2	1	2	1	...	9	15	3	2	...	...	...
" West	4	...	3	...	...	4	11	1	...	...	1	...
	65	17	23	15	...	129	249	58	21	5	18	1

COUNTY OF

Anderton	8	...	...	...	...	...	8	4	2	...	...	...
Colchester	6	4	1	...	...	3	14	11	1	5	1	...
Gosfield	7	...	...	...	...	...	7	4	1	...	...	...
Maidstone	12	5	3	...	...	13	33	12	...	...	...	...
Malden	32	...	...	...	...	...	32	...	8	...	1	...
Mersea	11	1	2	...	...	20	34	8	3	...	...	...
Rochester	9	5	1	...	...	3	18	2	2	...	1	...
Sandwich	13	30	8	12	...	19	82	16	10	3	5	...
	98	45	15	12	...	58	228	57	27	8	8	...

COUNTY OF

Bosanquet	10	22	26	8	...	26	92	8	6	...	2	..
Brooke	5	1	1	...	...	...	7	5	3	...	...	...
Dawn	8	4	8	8	...	...	28	8	2	...	1	...
Euphemia	13	...	...	...	...	5	18	7	2	...	1	...
Moore	19	14	1	1	...	46	81	12	1	1	2	...
Plympton	9	4	5	4	...	10	32	9	7	...	1	...
Sarnia	3	...	...	...	...	...	3	3	3	...	1	...
Sombra	4	3	8	...	...	22	37	3	2	...	...	...
Warwick	8	3	6	...	...	3	20	15	7	...	...	...
	79	51	55	21	...	112	318	70	33	1	8	...

for 1850.—Table F.—(*Continued.*)

PERTH.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar & Private Schools.	Total Number of Students and Pupils therein.
...	...	2	350	...	...	2	350	...	...	...	...	1	10	1	10
...	...	2	200	1	100	3	300	...	...	...	...	...	...	...	...
...	...	...	...	1	110	1	110	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	1	36	...	...	1	36	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	586	2	210	7	796	...	...	...	...	1	10	1	10

BRUCE.

...	...	....	...	...	...	...	...	...	...	...	...	...	...	...	...

KENT.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	100	1	100	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	120	...	...	1	120	...	...	...	...	...	...	...	...
...	...	1	120	...	...	1	120	...	...	...	...	...	...	...	...
1	60	...	...	...	...	1	60	...	...	...	...	...	...	...	...
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
...	...	1	125	...	...	1	125	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	60	4	565	1	100	6	725	...	...	...	...	...	...	...	...

ESSEX.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
...	...	2	165	...	...	2	165	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	30	...	...	1	30	...	...	...	...	...	...	...	...
3	...	5	395	...	...	8	395	...	...	...	...	...	...	...	...

LAMBTON.

...	...	4	275	...	...	4	275	...	...	...	...	1	25	1	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	200	...	...	1	200	...	...	...	...	...	...	...	...
1	70	1	120	...	...	2	190	...	...	...	...	...	...	...	...
...	...	1	100	...	...	1	100	...	...	...	...	...	..	...	...
...	...	1	400	...	...	1	400	...	...	1	40	1	12	2	52
...	...	2	240	...	...	2	240	...	...	...	...	...	...	...	...
...	...	2	200	...	...	2	200	...	...	...	...	...	...	...	...
1	70	12	1535	...	...	13	1605	...	...	1	40	2	37	3	77

PART II.—Statistical School Report

CITIES, TOWNS AND VILLAGES IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Cities.												
Toronto	49	130	6	2	...	241	428	38	7	55	18	3
Hamilton	13	20	5	1	...	38	95	24	19	4	6	1
Kingston	231	76	27	2	...	28	364	13	15	4	6	...
	311	226	38	5	...	307	887	75	41	63	30	4
Towns.												
Belleville	24	15	5	6	...	10	60	13	1	1	7	...
Brantford	9	20	28	21	...	68	146	3	...	8	9	1
Brockville	47	11	1	1	...	21	81	8	4	8	4	...
Bytown	112	158	...	...	...	...	270	15	...	48	12	3
Cobourg	20	8	...	7	...	18	53	8	3	5	2	...
Cornwall	8	71	...	...	...	...	79	2	1	...	...	...
Dundas	2	2	1	...	...	8	13	1	1	4	3	1
Goderich	2	6	4	8	...	40	60	8	1	...	4	..
London	5	22	40	11	5	185	268	...	...	22	7	1
Niagara	23	7	2	...	...	14	46	4	4	1	3	1
Peterborough	3	8	4	2	1	2	20	2	2	1	1	1
Picton	5	2	1	...	...	6	14	5	...	1	4	1
Port Hope	16	7	12	...	...	9	44	15	...	...	4	2
Prescott	4	8	...	...	...	7	19	4	...	...	..	...
St. Catharines	50	15	9	12	...	49	135	2	3	...	5	2
	330	360	107	68	6	437	1308	90	20	99	65	13
Villages.												
Galt	2	6	1	...	...	...	9	2	1	6	3	...
Oshawa	8	...	4	2	...	12	26	6	2	2	4	...
Paris	6	4	...	1	...	8	19	5	2	6	2	...
Richmond	1	...	...	...	...	...	1	...	2	...	...	...
Thorold	3	...	...	1	.	1	5	3	...	24	2	2
Woodstock	19	14	9	5	2	50	99	12	...	12	4	...
	39	24	14	9	2	71	159	28	7	50	15	2

for 1850.—TABLE F.—(*Continued.*)

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
...	..	3	879	...	...	3	879	3	350	1	30	10	190	14	570
...	...	2	230	...	...	2	230	...	...	2	170	24	624	26	794
...	...	7	1500	1	1200	8	2700	2	94	4	192	18	578	24	864
...	...	12	2609	1	1200	13	3809	5	444	7	392	52	1392	64	2228
...	...	...	...	...	...	...	...	...	...	2	57	5	95	7	152
...	...	5	1400	1	800	6	2200	...	...	...	...	7	150	7	150
...	...	...	...	...	...	...	...	...	...	1	50	...	...	1	50
1	400	3	1000	...	...	4	1400	1	100	1	42	4	154	6	296
...	...	2	200	...	...	2	200	1	140	4	80	3	40	8	260
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	40	5	130	6	170
...	...	...	...	...	...	...	...	...	...	1	26	2	35	3	61
...	...	...	...	...	...	...	...	...	...	1	55	1	20	2	75
...	...	9	950	2	900	11	1850	...	...	1	28	4	83	5	111
...	...	...	...	...	...	...	...	...	...	1	60	4	160	5	220
...	...	1	200	2	925	3	1125	...	...	2	60	4	87	6	147
...	...	3	575	...	...	3	575	...	...	...	...	5	116	5	116
...	...	...	...	...	...	...	...	...	...	1	30	3	82	4	112
...	...	...	...	...	...	...	...	...	...	1	60	8	80	9	140
1	400	23	4325	5	2625	29	7350	2	240	17	588	55	1232	74	2060
1	111	6	400	2	308	9	819	...	...	...	...	4	126	4	126
...	...	...	...	...	...	...	...	...	...	...	...	3	50	3	50
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	37	...	...	1	37
...	...	2	545	...	...	2	545	...	...	...	...	3	44	3	44
...	...	...	...	1	...	1	...	...	...	1	46	2	24	3	70
1	111	8	945	3	308	12	1364	...	...	2	83	12	244	14	327

T†

PART II.—Statistical School Report

COUNTIES, CITIES, TOWNS AND VILLAGES IN UPPER CANADA.	School Visits.							Miscellaneous.				
	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of the Legislature.	By other persons.	Total Visits.	Number of Public Examinations.	Number of Public School Lectures.	Number of large Maps hung up.	Number of Schools in which Blackboards are used.	No. in which Globes, Apparatus, &c., are used.
Stormont	95	30	25	36	12	51	249	83	52	5	39	3
Dundas	112	39	25	32	...	125	333	102	54	5	38	...
Glengarry	87	32	18	24	2	91	254	101	34	32	20	...
Prescott	89	11	13	8	...	56	177	80	31	4	21	4
Russell	18	13	12	18	...	13	74	16	7	...	2	...
Carleton	170	45	21	22	...	104	362	168	77	14	6	1
Leeds	202	77	40	52	8	332	711	215	109	11	70	4
Grenville	128	62	20	41	2	205	458	154	52	8	41	1
Lanark	194	71	34	35	1	158	493	175	61	33	49	1
10 Renfrew	51	33	28	13	...	71	196	62	19	8	15	1
Frontenac	106	39	16	32	...	192	385	83	24	2	32	...
Lennox	47	14	9	17	...	144	231	52	10	27	28	...
Addington	58	43	14	30	...	170	315	55	35	4	41	5
14 Hastings	227	74	37	61	1	437	837	132	95	12	44	...
Prince Edward	190	59	32	16	1	411	709	120	84	25	75	9
Northumberland	246	63	31	21	4	200	565	138	83	24	48	...
Durham	255	52	27	46	..	150	530	162	56	15	35	5
Peterborough	180	12	31	44	...	184	451	102	49	8	13	2
York—North Riding	111	53	18	34	5	119	340	90	41	32	35	1
" South "	222	84	14	42	6	177	545	148	54	126	53	3
" East "	230	35	22	21	...	133	441	148	81	22	67	3
" West "	216	69	19	20	...	210	534	145	79	16	28	...
Simcoe	185	93	47	30	...	132	487	188	75	17	30	...
Wentworth	82	37	15	13	...	95	242	95	52	18	44	2
Halton	230	108	45	37	...	277	697	192	104	84	84	3
Lincoln	77	39	19	25	5	177	342	80	37	45	58	18
Welland	75	51	44	65	...	445	680	118	39	284	92	33
Haldimand	83	78	30	9	...	120	320	77	53	17	28	3
Norfolk	117	43	23	26	...	115	324	83	40	165	72	13
Oxford	240	71	71	24	5	418	829	209	115	189	91	11
Waterloo	223	172	60	55	...	293	803	193	81	40	77	4
Middlesex	289	80	50	83	3	328	833	264	138	271	116	17
Huron	46	37	35	18	...	63	199	71	29	10	5	1
Perth	48	24	32	10	1	107	222	48	17	20	11	...
Bruce	1	...	...	...	...	...	1	...	...	...	...	...
Kent	65	17	23	15	...	129	249	58	21	5	18	1
Essex	98	45	15	12	...	58	228	57	27	8	8	...
Lambton	79	51	55	21	...	112	318	70	33	1	8	...
Cities in U. C.	311	226	38	5	...	307	887	75	41	63	30	4
Towns in do.	330	360	107	68	6	437	1308	90	20	99	65	13
Villages in do	39	24	14	9	2	71	159	28	7	50	15	2
Total, 1850	5852	2566	1229	1190	64	7417	18318	4527	2116	1814	1649	168
" 1849	2955	2848	974	1423	not rpd	7577	15777	not reported.			1085	1330	49
Difference	2897 Inc.	282 Dec.	255 Inc.	233 Dec.	...	160 Dec.	2539 Inc.	...	...	729 Increase.	319 Increase.	119

* As an explanation for this apparent decrease, it may be remarked that in 1849, 28 Common School Libraries, containing but 300 volumes.

for 1850.—General Abstract—Table F.

Libraries.								Other Educational Institutions.							
Number of Common School Libraries.	Number of Volumes therein.	Number of Sunday School Libraries.	Number of Volumes therein.	Number of Public Libraries.	Number of Volumes therein.	Total Number of Libraries.	Total Number of Volumes therein.	Number of Colleges.	Number of Students therein.	Number of Academies and Grammar Schools.	Number of Pupils therein.	Number of Private Schools.	Number of Pupils therein.	Total Number of Colleges, Academies, Grammar, & Private Schools.	Total Number of Students and Pupils therein.
3	129	1	140	...	...	4	269	...	...	...	...	...	...	...	...
1	45	3	450	...	...	4	495	...	...	1	84	3	58	4	142
...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...
...	...	5	701	...	...	5	701	...	...	4	169	...	...	4	169
...	...	4	381	1	102	5	483	...	...	...	...	...	...	...	...
1	90	4	350	...	...	5	440	...	...	...	...	2	32	2	32
6	440	48	6062	1	350	55	6852	...	...	1	11	1	18	2	29
...	...	10	1172	...	...	10	1172	...	...	1	35	...	...	1	35
1	20	21	3028	7	2707	29	5755	...	...	1	...	3	42	4	42
...	...	3	311	2	280	5	591	...	...	...	...	1	10	2	100
...	...	4	384	...	...	4	384	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	100	2	209	...	...	3	309	...	...	2	...	2	...	4	...
3	155	6	542	2	125	11	822	...	...	...	...	...	...	...	...
...	...	18	2117	1	150	19	2267	...	...	4	142	2	29	6	171
...	...	24	2647	2	230	26	2877	...	...	...	...	5	137	5	137
2	88	19	2583	2	455	23	3076	...	...	...	...	9	88	9	88
4	503	11	1100	...	...	15	1603	...	...	1	...	...	...	1	...
...	...	10	1129	2	218	12	1347	...	...	1	...	...	...	1	...
1	60	17	3787	3	152	21	3999	...	...	...	...	1	...	1	...
1	100	10	1465	3	1190	15	2755	...	...	1	45	5	98	6	143
2	...	13	2475	1	350	16	2825	...	...	...	...	6	102	6	102
1	250	11	1950	1	100	13	2300	...	...	1	44	6	55	7	99
5	406	14	1911	1	50	20	2367	...	...	1	45	10	146	11	191
3	177	20	3410	4	933	27	4520	...	...	1	60	10	191	11	251
...	...	30	5204	...	...	30	5204	...	...	1	32	2	18	3	50
2	140	21	2800	4	770	27	3710	...	...	...	...	4	65	4	65
...	...	11	1423	...	...	11	1423	...	...	...	...	1	10	1	10
3	300	31	3814	1	400	35	4514	...	...	2	40	7	128	9	168
9	373	31	3775	3	300	43	4448	...	...	1	...	5	99	6	99
4	...	19	2463	8	1822	31	4285	...	...	2	102	6	134	8	236
8	555	32	4532	14	2574	54	7661	...	...	3	158	10	218	13	376
2	180	5	435	2	50	9	665	...	...	...	...	...	...	...	...
...	...	5	586	2	210	7	796	...	...	...	...	1	10	1	10
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	60	4	565	1	100	6	725	...	...	...	...	...	...	...	...
3	...	5	395	...	...	8	395	...	...	...	...	...	...	...	...
1	70	12	1535	...	...	13	1605	...	...	1	40	2	37	3	77
...	...	12	2609	1	1200	13	3809	5	444	7	392	52	1392	64	2228
1	400	23	4325	5	2625	29	7350	2	240	17	588	55	1232	74	2060
1	111	8	945	3	308	12	1364	...	...	2	83	12	244	14	327
70	4752	528	73662	77	17751	675	96165	7	684	57	2070	224	4683	288	7437
52	5215	410	50732	43	11624	505	67571	7	773	39	1120	157	3648	203	5359
18 Inc.	463* Dec.	118	22930	34 Increase.	6127	170	28594	...	89 Dec.	18	950	67	1035 Increase.	85	2078

3528 volumes, were reported in the County of Norfolk, while in 1850 there are only reported 3 Libraries, containing

PART II.—STATISTICAL

TABLE G.—Account of the Receipts and Expenditure of the Normal and Model School for sum of £1000, granted to facilitate the attendance

No.	Heads of Receipts.	Amount.			Amount.		
		£	s.	d.	£	s.	d.
1	Warrants issued by Command of His Excellency—Quarterly—in full of the Annual Grant for the current expences of the Normal and Model School	...	...	...	1500	0	0
2	Warrants issued by command of His Excellency, to facilitate the attendance of Students at the Normal School	...	...	...	1000	0	0
3	Normal School Fees	1	5	0			
4	Model School Fees	130	5	1			
5	Sundry Receipts for books, &c.	54	4	0			
					184	14	1
					2684	14	1

TABLE H.—General Statistical Table exhibiting the gross attendance of Students at the Aid granted to them during each session—Their Religious

ABSTRACT No. 1.—Gross Attendance of Students—

THE SESSIONS OF THE NORMAL SCHOOL FOR U. C.	Applicants for admission into the Normal School.			Rejected for want of the necessary qualifications.			Total number of students admitted.			Students admitted by paying the sessional fees.			Students admitted who had been Common School Teachers previously.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
First, 1847–48	71	71	...	8	8	...	63	63	...	4	4	...	27	27	...
Second, 1848	140	112	28	15	11	4	125	101	24	5	4	1	93	86	7
Third, 1848–49	123	98	35	15	12	3	108	76	32	19	14	5	61	51	10
Fourth, 1849	131	105	26	20	15	5	111	90	21	7	4	3	70	61	9
Fifth, 1849–50	160	109	51	25	17	8	135	92	43	11	7	4	75	56	19
Sixth, 1850–51	100	64	36	24	13	11	76	51	25	2	2	...	48	31	17
Grand Total,	725	549	176	107	76	31	618*	473	145	48	35	13	374	312	62

N. B.—No Females were admitted during the first session of the Normal School—the contemplated arrangements

Note.—Out of the entire number of 725 who made application, but 618 were admitted into the Normal School,—Certificates of attendance or qualification on leaving the Institution. It will be observed, that not even one-half of contained simply a statement of the attendance of the student, and his or her conduct while in training. The blank contained, in addition to the foregoing, a statement, in a tabular form, of the proficiency of each student in the several of the same Report. The form of certificate given at the close of the sixth session, will be found in the Appendix to Model School, in connexion with the Normal School, is daily attended by from 250 to 300 pupils, who are admitted

* From Table D, it will appear that of the 618 trained in the Normal School, 291 are reported to be engaged as

SCHOOL REPORT FOR 1850.

Upper Canada, for the Year 1850, including the Annual Grant of £1500, and the additional
of Students at the Normal School, &c., &c.

No.	Heads of Expenditure.	Amount.			Amount.		
		£	s.	d.	£	s.	d.
1	Salaries and Wages	1125	4	7			
2	Books, Apparatus, and School Requisites	153	6	3½			
3	Agriculture, Chemistry, and Natural Philosophy	34	12	0			
4	Advertising and Printing	20	16	10			
5	Repairs and Contingencies	67	8	7½			
6	Light, Water and Wood	56	4	5½			
					1451	12	9½
7	Rent	...	...	...	50	0	0
8	Travelling Expenses of the two Masters of the Normal School in holding Preliminary Teachers' Institutes in the several Counties of Upper Canada	...	...	...	142	0	0
9	Aid granted to facilitate the attendance of Students at the Normal School. Five Shillings each per Student, weekly aid, during a part or the whole of the Sessions	...	...	...	536	0	0
	Balance	...	...	...	499	1	3½
					2684	14	1

Normal School since its commencement in 1847—(six sessions)—The Amount of Weekly
Faith—And the County from which the Students attended.

Weekly Aid Granted—Certificates, &c.

Admitted who received the weekly aid of 5s. each, towards defraying the expenses of Board, &c.			Total amount of weekly aid granted to the students.			Students admitted, who had attended during any previous sessions.			Left during the session, to take charge of schools, or from sickness, &c., &c.			Students dismissed during the session, for incompetency.			Students suspended, or dismissed for misconduct.			Total students who received certificates on leaving the Institution.		
Total.	Male.	Female.	Amount.			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
53	53	...	£210	10	0	...	...	...	6	6	...	2	2	...	...	...	...	51	51	...
109	89	20	439	10	0	24	24	...	46	40	6	5	2	3	1	1	...	68	54	14
75	57	18	347	7	6	17	7	10	24	20	4	4	2	2	2	2	...	62	42	20
72	61	11	261	0	0	24	7	17	53	47	6	9	5	4	1	1	...	40	30	10
82	58	24	416	15	0	25	10	15	24	20	4	10	5	5	5	1	4	78	49	29
62	43	19	536	0	0	12	5	7	16	12	4	13	9	4	2	2	...	43	26	17
453	361	92	2211	2	6	102	53	49	169*	145	24	43	25	18	11	7	4	342	252	90

not having been completed.

(of these, 374 had been School Teachers previously),—only 453 received weekly assistance, and but 342 received those admitted, received certificates. The certificates which were given at the end of the First and Second Sessions form of this certificate will be found in the Appendix No. XVI of the Annual Report for 1849. Those issued afterwards, branches taught in the Normal School, &c. The blank form of this certificate will be found in the Appendix No. 16 this Report No. XVI.—many of those had been in attendance during a part or the whole of a previous session. The on the payment of 3d. per week each.
Common School Teachers in Upper Canada.

STATISTICAL SCHOOL REPORT

ABSTRACT No. 2.—COUNTIES FROM WHICH

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Stormont, Dundas, and Glengarry.			Prescott and Russell.			Leeds & Grenville.			Lanark & Renfrew.			Carleton.			Frontenac, Lennox and Addington.			Prince Edward.			Hastings.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
First, 1847–48	3	3	...	1	1	..	1	1	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...
Second, 1848	8	7	1	1	1	...	2	2	...	1	1	...	1	1	...	5	5	...	5	5	...	2	2	...
Third, 1848–49	2	2	...	1	1	...	...	...	...	2	2	..	...	...	...	4	3	1	1	1	...	1	1	...
Fourth, 1849	1	1	...	1	1	...	4	3	1	5	5	...	2	2	...	8	8	...	1	1	...	1	1	...
Fifth, 1849–50	2	1	1	1	1	...	9	7	2	4	4	...	1	1	...	2	2	...	3	3	...	1	1	...
Sixth, 1850–51	1	...	1	5	4	1	...	...	...	2	2	...	1	1	...	4	3	1	6	6	...	1	1	...
Grand Total	17	14	3	10	9	1	16	13	3	14	14	...	5	5	...	23	21	2	18	18	...	6	6	...

* The numbers admitted, purporting to be from the County of York, are proportionably larger than from any four large Ridings in the County of York; and, also, nearly all the newly-arrived persons from Europe, who attended

NOTE.—The first five sessions of the Normal School extended over a period of five months each; the sixth shorter sessions will afford greater facilities for carrying out the objects of the Institution. The Council of Public Terms of Admission to the Institution, see Appendix to this Report, No. XVII.

STATISTICAL SCHOOL REPORT

ABSTRACT No. 3.—RELIGIOUS FAITH OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Total Number of Students attending the Normal School.			Church of England.			Church of Rome.			Presbyterian.			Methodist.			Baptist.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
First, 1847-48	63	63	...	14	14	...	7	7	...	12	12	...	21	21	...	4	4	..
Second, 1848	125	101	24	31	24	7	7	6	1	30	23	7	35	30	5	8	6	2
Third, 1848-49	108	76	32	21	9	12	6	6	...	20	12	8	42	33	9	6	4	2
Fourth, 1849	111	90	21	25	18	7	6	5	1	14	12	2	51	41	10	8	5	3
Fifth, 1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18	14	5	92
Sixth, 1850-51	76	51	25	10	7	3	6	2	4	11	9	2	32	22	10	8	4	4
Grand Total	618	473	145	123	88	35	44	35	9	112	88	24	233	181	53	48	28	20

NOTE.—The various bodies of Presbyterians are included under one head; so are the Methodists, Baptists, &c.

The foregoing Abstract, in connection with Table D, exhibits a Tabular Return of the Religious Faith, (as far as

for 1850.—TABLE H.—(*Continued.*)

THE STUDENTS AT THE NORMAL SCHOOL ATTENDED.

NORTHUMBERLAND and DURHAM.			YORK.			PETERBOROUGH.			SIMCOE.			WENTWORTH & HALTON.			LINCOLN & HALDIMAND.			NORFOLK.			OXFORD.			WATERLOO.			MIDDLESEX.			HURON, PERTH, and BRUCE.			ESSEX, KENT, & LAMBTON.		
Total.	Male.	Female.	Total.	Male.	Female	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Total.	Male.	Female.
3	3	...	33	33	...	4	4	...	...	...	...	...	...	...	5	5	...	3	3	...	3	3	...	...	...	...	5	5	...	...	...	...	...	...	...
1	1	...	49	32	17	6	6	..	2	2	...	4	4	...	15	10	5	10	10	...	6	5	1	3	3	..	4	4	...	...	...	...	...	...	...
4	3	1	52	33	19	2	2	...	5	5	...	13	11	2	10	3	7	...	...	...	7	5	2	...	...	...	3	3	...	1	1	...	...	...	...
6	4	2	47	39	18	1	1	...	2	2	...	8	7	1	9	8	1	3	3	...	3	3	...	2	2	...	4	4	...	2	2	...	1	1	...
2	1	1	66	42	24	1	1	...	2	2	...	7	6	1	10	3	7	3	3	...	4	2	2	3	3	...	7	4	3	4	3	1	2	1	1
5	3	2	41	24	17	1	...	1	3	2	1	7	3	4	7	1	6	1	...	1	2	1	1	4	4	...	7	7	...	1	1	...	1	1	...
21	15	6	288*	193	95	15	14	1	14	13	1	39	31	8	56	30	26	20	19	1	25	19	6	12	12	...	30	27	3	8	7	1	4	3	1

other County in Upper Canada. They, however, included the students from the City of Toronto, from each of the the Institution.

session was prolonged to a period of nine months, as an experiment. Experience has, however, proved that the Instruction has therefore limited their duration for the future to a period of five months, as formerly. For Revised

for 1850.—TABLE H.—(*Continued.*)

STUDENTS ATTENDING THE NORMAL SCHOOL.

Congregationalist.			Lutheran.			Quaker.			Universalist.			Unitarian.			Disciple.			Other Persuasions.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	9	2	...	...	...	...	...	...	1	1	...	1	1	...	...	...	...	...	...	...
2	1	1	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	8	8	...
3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...
4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...
4	3	1	...	...	...	1	1	...	...	...	...	...	...	...	2	1	1	2	2	...
29	23	6	1	1	...	2	2	...	1	1	...	1	1	...	5	4	1	10	10	...

it has been reported) of every Teacher employed in the Common Schools of Upper Canada.

PART II.—STATISTICAL SCHOOL REPORT FOR 1850.

TABLE I.—Disposition of the Annual Parliamentary School Grant for the year 1850.

No.	*Heads of Receipts.*	£	s.	d.	£	s.	d.
1	Total Parliamentary Grant in aid of Common Schools in Upper Canada for the year 1850	21,000	0	0			
2	Unappropriated Balance from the Annual School Grant of the year 1849	8	13	10¾			
					21,008	13	10¾

No.	*Heads of Expenditure.*	£	s.	d.	£	s.	d.
1	Amount apportioned in aid of Common Schools in the several Counties in Upper Canada, as per accompanying Statistical Report (Table A)	17,394	4	4¾			
2	Amount apportioned in aid of Common Schools in the several Cities in Upper Canada, as per do. do.	843	3	4¾			
3	Amount apportioned in aid of Common Schools in the several Incorporated Towns in Upper Canada, as per do. do.	736	6	2			
					18,973	13	10¾
4	Annual Grant to the Normal School for the year 1849	1,500	0	0			
5	Additional aid granted to facilitate the attendance of students at the Normal School in 1849	500	0	0			
6	In support of Poor Schools in the Bathurst District*	10	0	0			
7	In support of Midland District Model School for the year 1849*	25	0	0			
					2,035	0	0
					£21,008	13	10¾

* The law authorising this Appropriation from the Legislative School Grant has been repealed. The new School Act, 13th and 14th Vict., chap. 48, section 27, clause 1, makes ample provision for the support of "new or needy School Sections," by authority of the County Municipalities, "on the recommendation of one or more Local Superintendents of Schools." It also provides (18th section, clause 2) for the erection and support of Model Schools by such Township Municipalities as may choose to establish them in the Township.

PART II.—STATISTICAL SCHOOL REPORT FOR 1850.

TABLE K.—General Statistical Table exhibiting the progressive results of the operation of the Common School System in Upper Canada, from the year 1846 to 1850, inclusive.

No.	Subjects Compared.	1846.	1847.	1848.	1849.	1850.
1	Number of Common Schools reported in operation, ...	2,589	2,727	2,800	2,871	3,059
2	Assessments imposed and collected by Municipal Authority for the Salaries of Common School Teachers, ...	£22,715 8 11⅛	£22,955 2 8	£23,654 4 7¾	£25,145 1 4¼	£24,172 15 3½
3	Rate-bills imposed by Trustees for the payment of Teachers' Salaries, ...	£29,385 12 3¾	£35,913 7 7¾	£37,968 10 7½	£42,011 19 1	£42,629 18 6¼
4	Total amount available for the payment of the Salaries of Common School Teachers in Upper Canada,.....	£67,906 19 1¾	£77,599 11 4½	£86,069 2 3¼	£88,478 1 4¼	£88,429 8 7¼
5	Total amount levied or subscribed for the erection or repairs of School Houses, ...	Not reported.	Not reported.	Not reported.	Not reported.	£14,189 14 0½
6	Grand Total available for Teachers' Salaries, and for the erection and repairs of School Houses, ...	Not reported.	Not reported.	Not reported.	Not reported.	£102,619 2 7
7	Number of Pupils attending the Common Schools in Upper Canada, ...	101,912	124,829	130,739	138,465	151,891
8	School Visits made by Local Superintendents,.....	.....	2,549	2,815	2.955	5,852
	" " by Clergymen, ...	None reported.	1,823	2,254	2,848	2,566
	" " by Municipal Councillors,.....	Do.	822	959	947	1,229
	" " by Magistrates, ...	Do.	1,203	1,459	1,423	1,190
	" " by Judges and Members of the Legislature, ...	Do.	.....	.....	.....	64
	School Visits made by other Persons, ...	Do.	5,118	6,348	7,577	7,417
	Total School Visits made, ...	5925	11,675	13,835	15,777	18,318
9	Number of Schools in which the Text-books recommended or authorized by the Council of Public Instruction for Upper Canada are used, viz. :—					
	(1)—Bible and Testament, ...	Not reported.	1,752	1,776	1,836	2,067
	(2)—National Readers, ...	Not reported.	1,317	1,831	2,182	2,593

PART II.—Statistical School Report for 1850.—Table K.—(*Continued.*)

General Statistical Table, exhibiting the progressive results of the operations of the Common School system in UpperCanada, &c.

No.	Subjects Compared.	1846.	1847.	1848.	1849.	1850.
7	Number of Schools in which the Text books recommended or authorized by the Council of Public Instruction for Upper Canada, are used (continued), viz.:—					
	(3) National Arithmetic,.....	Not reported.	615	756	1275	1525
	(4) Lennie's English Grammar,.....	Do.	717	907	1015	1030
	(5) Kirkham's English Grammar, ...	Do.	649	801	735	891
	(6) National Geography, ...	Do.	230	173	190	203
	(7) Morse's Geography, ...	Do.	651	960	1153	1408

Total School Visits reported in the year 1845, ...						6,751
Do.	do.	do.	"	"	1846, ...	5,025
Do.	do.	do.	"	"	1847, ...	11,675
Do.	do.	do.	"	"	1848, ...	13,835
Do.	do.	do.	"	"	1849, ...	15,777
Do.	do.	do.	"	"	1850, ...	18,318

N. B.—The School Visits reported in 1845 and 1846, are those of the District and Township Superintendents of Common Schools; no other persons in those years being legally authorized School Visitors. The official visits of Clergymen, Councillors, Magistrates, and others, are therefore only reported for the years 1847, 1848, 1849 and 1850. They exhibit a very gratifying increase, and prove a very important additional agency in promoting and sustaining public interest in the Common Schools, and in encouraging both Teachers and pupils in the discharge of their duties.

The Reports of Text-books used in the Common Schools of Upper Canada, extend only to the years 1847, 1848, 1849 and 1850, no provision having been previously made for obtaining any information on the subject. By comparing the total number of schools in which each school book recommended by the Board of Education is used, with the total number of schools in operation in each year, it will be seen that the introduction of those books has been very general, and that they are now very extensively used throughout Upper Canada.

PART II.—STATISTICAL SCHOOL REPORT FOR 1850.

TABLE. L.—General Statistical Abstract, exhibiting the state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Grammar, Private, Common, Normal and Model Schools, during the years 1842 to 1850 inclusive.

No.	Subjects compared.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.
1	Adult population of Upper Canada.....	486,055	No Reports for this year received, in consequence of a change in the School Law.	...	*622,570	...	...	725,879	...	803,493
2	Population between the ages of five and sixteen years.....	141,143		183,539	202,913	204,580	230,975	241,102	253,364	259,258
3	Total Colleges in operation.....	5		5	5	5	6	6	7	7
4	Academies and District Grammar Schools	*25		*25	*30	*31	32	33	39	57
5	Private Schools reported.....	*44		*60	*65	*80	96	117	157	224
6	District Model Schools in operation.....	...		1	3	3	3	2	1	0
7	One Normal and one Model School for U. C.	...		...	...	...	2	2	2	2
8	Total Common Schools in operation as reported.	1,721		2,610	2,736	2,589	2,727	2,800	2,871	3,059
9	Grand Total Educational Establishments in operation in Upper Canada.....	1,795		2,701	2,839	2,708	2,866	2,960	3,077	3,349
10	Total Students attending Colleges & Universities	No Reports		No Reports	No Reports	No Reports	700	740	773	684
11	Total Students attending Academies and Grammar Schools.....	Do		Do	Do	Do	1,000	1,115	1,120	2,070
12	Total Pupils attending Private Schools.....	Do		Do	Do	Do	1,831	2,345	3,648	4,663
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	Do		Do	Do	Do	...	256	400	370
14	Total Pupils attending the Common Schools of Upper Canada.....	65,978		96,756	110,002	101,912	124,829	130,739	138,465	151,891
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools.....	65,978		96,756	110,002	101,912	131,360	135,295	144,406	159,678

* An Approximation only—no specific information having been received.

PART II.—Statistical School Report for 1850.—Table L.—(*Continued.*)

General Statistical Abstract, exhibiting the State and Progress of Education in Upper Canada, &c.

No.	Subjects Compared.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.
16	Total Amount available for the Salaries of Common School Teachers in Upper Canada	£41,500	No Reports for this year.	£51,714	£71,514	£67,906	£77,599	£86,069	£88,478	£88,429
17	Total Amount levied or subscribed for the erection or repairs of School Houses	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports	No Repts	£14,189
18	Grand Total available for Teachers' Salaries and the erection and repairs of School Houses....	Do		Do	Do	Do	Do	Do	Do	£102,619
19	Total Common School Teachers in Upper Canada	...		...	2,860	2,925	3,028	3,177	3,209	3,476
	Total Male do do.....	...		...	...	...	2,365	2,507	2,505	2,697
	Total Female do do.....	...		...	...	...	663	670	704	779
20	Average Number of Months each Common School has been kept open by a qualified Teacher	...		7¾	8	8½	8⅓	9	9⅓	9 1/11
21	Net average attendance of Pupils at the Common Schools, during the summer of.....	No Reports		No Reports	No Reports	No Reports	No Reports	70,459	72,204	76,842
	Do Boys do	Do		Do	Do	Do	Do	38,539	39,382	41,784
	Do Girls do	Do		Do	Do	Do	Do	31,920	32,822	35,040
22	Do Pupils during the winter of	Do		Do	Do	Do	Do	76,711	78,466	81,469
	Do Boys do	Do		Do	Do	Do	Do	45 429	46,402	48,308
	Do Girls do	Do		Do	Do	Do	Do	31,282	31,964	33,161

Note.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they have been sufficiently so to establish a data by which to compare our yearly progressive Educational Matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding the latter class of Institutions have been rather private than official. It is to be hoped, however, that future years will witness more complete and accurate information on the subject of information generally in Upper Canada; and that the Annual Report will present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Public, Private, and Collegiate.

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No. 3. To the Townreeves of Townships in Upper Canada, on the duties of Township Councils, under the Common School Act.

No. 4. To Local Superintendents of Common Schools in Upper Canada, on their duties under the Common School Act.

No. 5. To the Trustees of Common Schools in Upper Canada, on their duties under the Common School Act.

No. 6. To the Teachers of Common Schools in Upper Canada, on their duties under the Common School Act.

No. 7. To the Clerks of the several Counties and Unions of Counties in Upper Canada, transmitting a certified copy of the Apportionment of the Legislative School Grant for 1850.

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No. 9. To the Clerks of the several Counties and Union of Counties in Upper Canada, calling attention to several provisions of the Common School Act, relating to financial matters.

No. 10. To the Clerks of the several Counties and Unions of Counties in Upper Canada, notifying the Apportionment of the Legislative School Grant for the year 1851.

No. 11. To the Clerks of the several Cities, Towns and Incorporated Villages in Upper Canada, notifying the Apportionment of the Legislative School Grant for the year 1851.

No. 12. To Local Superintendents of Common Schools in Upper Canada, on the mode of distributing the School Fund among the several School Sections, for the year 1851.

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XIV.—General Regulations for conducting the Examinations for the Governor General's two Prizes in Agricultural Chemistry, in the Normal School for Upper Canada.

XV.—Normal School Examination Papers, at the close of the sixth session, May 1851, viz:—

No. 1. Agricultural Chemistry (for the Governor General's Prizes).

No. 2. Themes for Composition.

No. 3. Book Keeping.

No. 4. Grammar, Education and Art of Teaching.

No. 5. History—General, English and Canadian.

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XVI.—Blank Form of Certificate, given at the close of the sixth session of the Normal School for Upper Canada, to Students then in attendance and deemed worthy of it.

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APPENDIX.

I.—Extracts from the Reports of Local Superintendents of Common Schools and Boards of School Trustees in Upper Canada for the year 1850, relative to the state of the Schools, the provisions of the School Law, and the gradual extension of the principle of free and universal education in the several townships, cities, towns and incorporated villages of Upper Canada:

COUNTY OF STORMONT.

Hugh R. McGillis, Esq., Cornwall: "The frequent changes in the School Act did not tend to benefit the establishment of good schools, in many parts, up to this year; but now the people begin to understand the law better. It cannot be surpassed if properly acted upon. I cannot but admire the skill and talent that have been displayed in framing the new School Act. I was myself a Trustee from 1843 up to last year, and it actually did bid me defiance to have a good school established upon any thing like a permanent footing until the new Act passed. I undertook the office of Superintendent with no other view than to reconcile parties formerly at variance, and I have the satisfaction to state that I succeeded far beyond my sanguine expectations."

COUNTY OF DUNDAS.

The Reverend W. J. Macdowell, Mountain: "The subject of education in all its branches, from the simplest infant lessons to the highest professional attainments, has aroused the public attention, and called forth the labours of many able statesmen and scientific enquirers, to unfold its plans, and enforce its claims upon our regard. In our own country especially, this subject has secured a large share of consideration, and encourages the hope that the attention already awakened will not be followed by a paralyzing indifference; but that an impression in favor of correct and general education will be made upon the public mind, so deep and lasting as to secure for it the permanent regard and protection of every individual and family, Legislature and Municipality. But in seeking the public support on behalf of education, we should be careful ourselves not to be the first to throw a stumbling-block in the way; but be active and diligent in giving impetus and speed to every new and improved system for the expansion of the youthful mind, and be careful that *our* little channel, through which the great stream is intended to flow, should be freed from all the obstacles and impediments that arise from opposition, prejudice, and parsimony. We should therefore hail with peculiar satisfaction every effort to develop the best modes of education, and bring them to a successful issue. In accordance with the requirements of the 'Common School Act' at present existing, I have to report, that I have duly and strictly examined the several schools of the Township, once every three months since the date of my appointment, and given such encouragement, counsel and instruction as to me seemed meet; and I am happy to state that nothing of what might be called a disagreeable or unpleasant occurrence has as yet presented itself before me, although some little altercation did on one or two occasions make its appearance, which resulted in one instance in the

removal of one of the teachers, who I trust will be more acceptable and useful in some other locality. With respect to the manner in which the schools are conducted, and the capabilities of the teachers to impart instruction, I am sorry to say that it is not in my power to speak in any very flattering terms; and how to give you an idea on this subject I am somewhat at a loss. I shall however, make a few general observations relative to the majority of the schools and teachers respecting their proficiency in the several branches usually taught in the Common Schools. *Reading.* Under this head I am sorry to state that there is much deficiency. Correct reading is perhaps one of the most useful, important, and ornamental parts of a common English education, and there is no branch more unattended to, which in a great measure arises from the neglected early education, and provincial dialect of many of the teachers. Few read with proper modulation of voice, or correct emphasis, and the pronunciation in many instances is far from what could be desired. The progress of the children in consequence is not much advanced; and the frequently repeated change of teachers has a most injurious effect upon the youthful pupil. Besides, our teachers have not a taste for reading, nor much of an opportunity of making themselves acquainted with the standard works of the language, and consequently cannot make much improvement either in themselves or their pupils in this most desirable art. *Spelling.* Under this head, although I am not able to speak very definitely respecting the teachers, I must say that the children are very far behind their age: in no school that I have visited, have I observed any thing like a correct system of this most useful part of education, although of course some are much better than others. The great defect here arises from the want of proper books—the old worn-out system of *Mavor* and *Manson* being in many places the only tangible instrument in this most useful piece of learning. And in this respect the parents and guardians of youth are under a blind delusion, imagining that if their children can spell two or three or four syllables, they are quite proficient. *Penmanship.* In one or two instances the writing is passible, but in general far behind what I had expected to find it. In some cases the teachers may be improved in this respect, and in others they never can, as they are past the zenith of their pride in distinguishing themselves in that department of instruction. I must confess I am rather partial to good writing, for I have always observed that schools in which it is well taught are sure to become popular; and no wonder, for as a good style at once commends itself to every one, so all think themselves judges of it, and the poor man no less than the rich is proud to see his child produce a well-penned copy, and is thence disposed to credit his boy's instructor with ability to teach much higher things. A teacher who writes well will always have a large number of fair writers in his school, whilst under an opposite state of things, even tolerable writing is rarely found. I would therefore hope in future more attention should be given to this Art, and would therefore recommend that each school should be enjoined to have a complete set of Spence's or Hulls' large hand, text hand, and small hand copies or some such: they are but trifling in their cost. *Arithmetic.* To this branch I am happy to be able to state that there is considerable attention paid, perhaps more than is just, as many teachers and parents seem most anxious to see their children scatter a few figures over a slate to the neglect of other things of equal if not greater importance. The principal defect here is the want of a proper book to teach from. Walkinghame's being little better than nothing, I would therefore recommend the use of Thomson's Arithmetic, or the Irish National School Arithmetic, and if the first of these or even the second be used, I have no hesitation in stating that double the progress will be made in the same time. These are the principal subjects attended to in the schools at present, the amount of Grammar, Geography, Dictionary and meanings taught being not worth mentioning; and as for History, Composition, Geometry, Natural Philosophy and the like, they are never thought of. On the whole, I must say that

there is a marked improvement in the schools in general for the last nine months, and a greater activity and liveliness among the teachers; moreover I have observed that there are a number of *first class* teachers from the old country and the Normal School coming into the neighbourhood, who will stimulate some and take the place of others who have merely become teachers as a shift for the time, and have neither the desire nor ability for the employment in which they are engaged. And the present system of annual examinations of teachers, I consider as among the first requisites for advancing the education of the country, and disburdening the people of a large class of teachers, that are more a tax than advantage to them. Before concluding my observations on this subject, I would beg to state that there is no use in attempting to improve the status of the schools until something be done in the way of procuring a suitable apparatus for each school in the way of books and maps. The schools in general just represent to my mind a number of lazy men going to work on the highways. They care not when they go, or how they work, or what they work with, provided they can get the day put in. How unlike a farmer whetting his scythe, or sharpening his axe before he goes to bed, and entering his field with the grey light of the morning. One such man will do more work than five of the before mentioned class; and so of schools. One school properly furnished and conducted by a trained teacher will do more business in three months than one of the ordinary schools of the day will do in one year. I would therefore recommend that each school be enjoined to have some "periodical devoted to education" procured either at the expense of the teacher, trustees or parents. And that an uniform set of books be provided for each school; and at some future period libraries be established throughout the Township. Many are the advantages derivable from an uniform series of text books, of which I am not able at present to speak. But I might mention in passing that by having an uniform series of text books, the teacher becomes familiar with them, and can use them much more freely and with greater advantage than when new books are constantly thrust in upon him. The pupils can be arranged in classes; and as an individual can address one hundred persons as easily as he can one or two, so a teacher can address a class of twenty children as easily as he can one, or two, or three. The fewer classes therefore there are in school, the more instructions can be given to each pupil on any one subject. I may state that the trustees of many sections have taxed the division for the full amount of the teacher's salary; and it seems to work so well, that in my opinion, all the other schools will be free next year. We are getting better books than heretofore; and, on the whole, education is evidently on the advance."

Emerson Ross, Esq., Williamsburgh: "The indulgence with which teachers have hitherto been favoured by Township and County Superintendents in allowing them to teach, year after year, without any certificate either of moral character, learning, or ability, is now wisely and strictly forbidden by the present School Act. No teacher who does not hold a certificate of qualification and sanctioned by competent authority, is entitled to a farthing of the School Fund; and Trustees employing and continuing such unqualified teachers, forfeit all claim to the legislative or assessment School Grant, being themselves personally liable for the wrong inflicted upon their School Section. Hence the absolute necessity of every teacher obtaining license to teach previous to engaging with Trustees. It is also of the utmost importance that teachers should pay strict attention to the programme of examination, and make themselves as thoroughly acquainted as possible with the several branches of education therein contained. I have not only been present at, but have assisted in the examination of nearly one hundred teachers, and it is painful to say that the qualifications of the vast majority were far too low to ameliorate to any sensible extent the condition of our Common Schools. But had the Board acted in strict accordance with the letter of the Common

School Act, and granted certificates to none others than those who were able to undergo a rigid examination in the studies mentioned in the programme, and requisite to be taught in a Common School, but few certificates would have been granted. The benefits emanating to a community from any law depend, in a great measure, upon those whose duty it is to carry that law into effect. Hence, the Board have consulted the present circumstances of the country, and have endeavoured as far as possible, to adapt the School Law to those circumstances. And unless there be a decided improvement on the part of teachers themselves, many of those now holding the second class certificates will be ranked in the third, and those now in the third will be rejected altogether. The fact is, teachers can, by pursuing the proper method, greatly improve themselves while teaching. He who has no ambition to increase his own knowledge, will have but very little ability to increase the knowledge of others. And he only who loves his work, and uses his utmost endeavours to acquire and impart useful knowledge to his pupils, is worthy of the name of teacher. However painful it may be to the feelings of those constituting the Board, it will nevertheless be their future duty to grant license to those alone who are well qualified to teach those branches of learning mentioned in the programme of examination. To sacrifice upon the altar of personal respect the welfare of the rising generation, the good of society, and the vital interests of our country, would be a base violation not only of human, but divine law. Finally, to teachers I would remark, that it is upon your intelligence, ambition, industry, and exertions rest the welfare of future generations, and the future destiny of our country. And nothing but the powerful aid, benign influence, and the highest blessing of God, can successfully guide you through the high, solemn, and important responsibilities resting upon you. You have committed to your charge the youth of our land, preparing them for the domestic circle, members of society, subjects of their country, and candidates for Heaven. Your influence is not limited to the School Section in which you teach, nor to the time during which you are present with your pupils; but it extends to the whole community. The examples, precepts, and instructions taught to your pupils will be by them communicated to others in maturer age,—thus on to future and yet unborn generations. Hence, in preparing them for after life, you cannot be too careful in attending to the culture of the moral feelings, and to mark with utter abhorrence and disapprobation the least approach to sin. When you reflect that nearly the whole of the population of this vast country received their education in Common Schools, you will discover the truth of the above remarks, and feel their solemn force. And in the prosecution of this great purpose, nothing can be more essential than an example in your own person of dutiful and loyal respect to the first authority, of strict obedience to the laws, and respectful submission to the institutions of your country. You should zealously endeavour to increase the knowledge and improve the moral habits of those committed to your care,—two of the most important means by which you can confer a high and permanent benefit upon your devoted country."

George Laing, Esq., Winchester: "I have very little satisfactory to state as to progress—the people are not so unwilling to pay competent teachers, if they could easily obtain them. With few exceptions, they take the first who offers. The best feature of the new Act for new Townships is, the Board to examine the teachers; still it will leave not a a few of our school houses empty for some time. What teachers have been engaged for 1851 are of quite a different class from what has hitherto been in Winchester, with the exception of one section, the teacher of which has been of high standing, even since he has been in it, (three or four years). Several of the former teachers are now his pupils—the one in Algebra in the Report, is a girl who learnt her a, b, c, with him; his other scholars have all been taken to work, getting a month now and then.

Several sections have adopted the Free School System to encourage more regular attendance. The old plan of visiting schools once a year, was of very little use; once a quarter will do good, more especially as the Superintendent has the power to enforce his suggestions —without which it is nothing but a farce."

COUNTY OF GLENGARY.

The Reverend Daniel Clarke, Kenyon, &c.: "It is probable, that what has occurred with respect to an important public question, the provisions of the recent excellent School Act, and the change that is taking place in public sentiment, will greatly improve the class of teachers employed. There seems to be a growing desire to procure suitable teachers, and to institute Free Schools, which will be a very great public benefit, extending the privileges of a sound education to the poorest."

The Reverend Denis Begley, Lochiel: "The Schools of this Township, generally speaking, are of an inferior kind; but I am of opinion that they will improve under the new School Act."

COUNTY OF PRESCOTT.

Thomas Higginson, Esq., West Hawkesbury, &c.: "In presenting my Report for the year 1850, I would say that the schools are steadily advancing; that although the range of studies are not as much extended as could be desired, yet the several branches are taught in a more enlightened and systematic manner; the text books are more uniform, and parents and Trustees are willing to pay a higher salary for the better class of teachers. The Free School System is becoming more and more general, in proof of this I am happy to state that nearly one-half the schools in the above Townships are supported by special assessment for rate-bill and other incidental expenses the current year."

Robert Hamilton, Esq., Longueuil: "The present Report compared with that of last year, will not, I am afraid, exhibit much improvement. Education in the majority of our schools is, I am sorry to say, extremely low. Many of them are ill attended and worse conducted. Some remain open just long enough to enable them to secure their quota of the School Fund, while others are kept open during the whole year by a teacher whose only remuneration is his share of the Legislative Grant, and the Municipal Assessment. But notwithstanding this seeming apathy, the public mind is beginning to be aroused to the importance of Education. Out of the five schools at present in operation in the Township of Longueuil, four of them have almost unanimously adopted the Free School System. This cheering circumstance clearly indicates the increased attention and interest which the people are beginning to manifest upon the subject of Free Education. Indeed, universal taxation is the only method that will ever elevate the character of the Common School, and render it what it should be, a Seminary for the education of all classes. The Free School System is a system of National Instruction, and the only system that is worthy of the consideration of a well-informed and an enlightened community. I have been long of the opinion that a school which is only open six or nine months in the year, should not receive as much of the School Fund as if it had been in operation during the whole of the twelve months. This fact is worthy of consideration, and I would beg to call your attention to it."

COUNTY OF CARLETON.

The Reverend John Flood, Nepean, &c.: "There are striking differences already between the state of education in those Townships which have taxed for School purposes

and the state in which it is in the Townships that have refused to assess according to law. The schools in the former are supplied with much better teachers than those in the latter. The children in the Township that has heartily complied with the School Act, are deriving more profit in six months than the others do in nine. In the Townships that have not imposed the School tax, the schools are neglected and languishing, and no person connected with them manifests either interest or energy. In the Townships where the School Act is complied with, there are, about school matters, a life and activity which are already producing great improvement. Also, the people are far more anxious to have well-educated teachers, and far more willing to give them reasonable salaries. And it is worthy of being remarked that at the late meeting of the County Board there were no requests or petitions to the Board from the taxed Townships to give certificates to ignorant applicants; whereas, from the Townships which had not assessed, the Board was really pestered with urgent solicitations to authorize persons whom duty compelled us to reject."

COUNTY OF LEEDS.

Thomas Vanston, Esq., Escott: "It is very evident, as you will perceive by the Report, that the school houses are principally all log buildings, and in bad condition, very wretchedly lighted, very low, and badly treated, the using of which in the winter time retards the progress of education, as the greater part of the day is lost in trying to get to the house. The present School Act, I find, is decidedly better than any other heretofore, and well calculated to give education to a certain class who had been heretofore deprived of it on account of the poverty or limited circumstances of their parents; I mean in the privilege or choice of Free Schools, which increase beyond the most sanguine expectations. I find where they are already established, the school houses are filling up, which will increase the Legislative Grant, being proportioned to the average attendance, this then is likely to drain away the amount from those sections who would hold on to the old custom, and which will create a jealousy, and in the end compel them to adopt the *Free School.* I also anticipate that the drunken, immoral teacher will shortly be driven from that calling which he has so long corrupted and vitiated by his bad example; whose object was to prop himself up by a constant change from section to section. The Board of Education is likely to accomplish a great deal of good as they are not tied down by the individual claims or sympathies of friends. It is to be lamented that there are so few competent teachers; one great reason is that there is no home for a teacher: the practice generally amongst neighborhoods of boarding the teacher from home, is very disagreeable to the feelings of a well-educated man, and no man of literary attainments will long continue at a calling that places him in such circumstances, especially in a country like Canada, which affords so many other fields of employment; but it is to be hoped that the day is not far distant when every school house will have a comfortable teacher's house close by, that he as well as others may enjoy the sweets of a home, and not be subjected to a strange bed and table from week to week among a community where the comforts of life are so different."

Samuel Graham, Esq., Kitley: "I am happy to state that in this Township education is engaging a considerable share of public attention, and that in eight sections the Free School system has been adopted; and also in various sections the necessary arrangements for more commodious school houses, are being made."

W. S. Macdonald, Esq., Leeds and Landsdowne, front: "Public attention appears directed to the subject of education, and from this I indulge in hopes for the future. The

present law will, I trust, be allowed a fair trial at least, and I feel assured that its general features will be acceptable to the country."

The Reverend Joshua H. Johnson, Yonge: "So far as I am capable of judging, a growing interest is felt among the rural population in Common Schools. The Free School system is every day gaining ground. I believe that upwards of one-half of the schools in Yonge are to be supported on that principle, during the current year, (1851)."

COUNTY OF GRENVILLE.

James Clapperton, Esq., Augusta: "Twelve of our schools have decided in favour of the Free School system this year (1851). We will never have efficient schools until they are all free; as the trustees and people seem to be unwilling to engage good teachers upon the voluntary subscription system."

The Reverend James Geggie, Edwardsburgh: "This report shows more than one-fourth of the children of school age are not on the roll. This arises, in a great measure, from the want of a due concern on the part of parents, as to the instruction of their children. The rate-bill has also its influence in keeping children from school. There is a great lack of apparatus in all our schools. No little prejudice exists in reference to such necessary things. It is thought that maps, globes, and black-boards can be dispensed with; and that parents who wish their children to learn Geography, &c., should send them to school elsewhere, and not burden their neighbours with the expense of obtaining them. The great desire is to have teachers at the lowest possible salary. It is to be hoped that other views will ere long obtain. As a final remark, I may mention that nothing shows more the necessity of education than the reports from which this Report has been made. Many School Trustees would be the better of attending school themselves. It is painful to think that a man in a responsible office should have his name subscribed with his mark."

Thomas J. Graffe, Esq., Wolford: "There were, during the year 1850, five Free Schools in Wolford. Under the old system, in 1849, the average attendance of these schools was 150; but in 1850, under the Free School system, it has been 202—being an advance of 52 in favour of Free Schools. The average attendance of the whole number of schools in 1849, was 352; in 1850, 377; so that there has been a decrease in the average attendance of those schools which were supported by voluntary contributions. The number on the roll in 1849, was 617; in 1850, 724; which shows an increase of pupils, in 1850, of 107. In conclusion, I would remark, that the schools are in a progressive state, and that the children have made a satisfactory improvement. I am sorry, however, that the Free School system is not adopted throughout the Township—yes, throughout the whole Province. If this were done, its beneficial effects would be felt immediately. I am of opinion that it is the only one which can be productive of general good—we have the proof of it before us, and cannot dispute it; and if we prize our forms of Government, and its numerous blessings, and are desirous of having them extended to posterity, how anxious ought we to be to adopt such means as seem the most effective in the education of youth! It is the only way to ensure the destruction of that iron-headed monster, Ignorance; for while he has a foothold in any country, its people will be subject to become the dupes of the ambitious and unprincipled."

COUNTY OF LANARK.

J. A. Murdoch, Esq., Bathurst, &c.: "In forwarding my annual Report for 1850, including the Townships of Drummond, Bathurst, South Sherbrooke, Lanark, Darling, Dal-

housie, North Sherbrooke and Lavant, I have to remark, in regard of the teachers, that none have received certificates save those who produced satisfactory testimonials of strict temperate habits, and good moral conduct. Three only in the County of Lanark, were rejected in consequence of wanting such testimonials. As regards the number of their certificates, the greatest part of the teachers, being engaged in particular School Sections, appeared satisfied for the present year with a third-class certificate, but next year a good many will take second class, and some even first class certificates. Altogether, we have now a superior body of men in the County of Lanark, engaged in the business of teaching our youth. And without doubt, when a Teachers' Institute is once formed, no one will be admitted into their body but men of ability and of the most irreproachable character. I am also happy to state that the question of Free Schools has deeply engaged the attention of the public in this quarter. Last year, a few School Sections made the experiment of raising the rate-bill by taxation, and the result which followed the bringing out the children to school, and the facility afforded to the trustees in settling up with their teacher, has been the means of inducing a great many School Sections to adopt the mode of making up the Teachers' salaries for 1851. There is a fair prospect that by-and-by this will be the mode generally adopted. The duty required of the local Superintendents to deliver a lecture at least once a year, in each School Section, seems to have been productive of much good. Without particularizing other instances, I may mention that in one School Section the lecture brought out, in a few days, 10 more children to the school, and those lectures have been the means of arousing parents from their apathy, and showing them their folly in withholding their children from school at the very time children are most apt and ready of acquiring knowledge, and are of the least use at home. At the end of the current year, a more favourable account may be expected of the attendances of pupils in the various School Sections, as well as of the character of the schools in general. You will observe that no trustees have as yet ordered any periodical devoted to Education. As local Superintendent, I have urged on them the propriety and necessity of complying with the provisions of the law on this point, but my entreaties have hitherto been disregarded on the plea that they had no funds on hand. Trustees are also often very negligent in putting their Section School Houses in proper repair before the winter sets in. It would not have been amiss, had the law put it in the power of the local Superintendents, to compel trustees, when negligent, to pay out of their own pocket for such repairs as may be necessary to render the school house warm and comfortable. Black-boards are now getting more generally into use; but there is a great want of large maps. With one exception, in the town of Perth, there is not a large map in any school within my limits."

Edward Byrne, Esq., North Burgess: "It will appear, I believe, upon the whole that the schools are gradually though slowly advancing. But still there is a great want of much more improvement. The most important object is the want of a set of better qualified teachers: the generality of parents seem to be very anxious to educate their children, but in most places the sort of teachers employed by trustees, and licensed by District Superintendents, were enough to give a disgust to parents of never subscribing or paying towards the support of schools, for their children received little or no benefit from them. You will see by the Report that the schools are not very well furnished with the necessary apparatus, viz.: Charts, Black-boards, &c. It was a great obstacle in the way of trustees, that the old Law did not empower them to get these things themselves, and charge the Section with the same; but now the new School Act places trustees in a more favourable position for the efficient and satisfactory discharge of their duties; and it is to be hoped that henceforth we will have a far greater improvement in our schools. I express my gratitude to you as being a friend of education, and as being the mainspring of all the improvement that has taken place in

our schools; and for your able and efficient conduct as a public man; and sincerely hope that you will always meet the approbation of every enlightened man, and friend of education."

The Reverend John McMorine, Ramsay: "The Township Council, at its meeting on the 3rd of February last, voted £12 10s. for School Libraries, to be divided among the Sections along with any sum which they may receive out of the £3,000 provincial annual grant. Four or five of the Sections have decided to have Free Schools, and the rest will, I think, soon follow the example. The new law has not yet had a fair trial, but I believe it will work well."

COUNTY OF RENFREW.

John McAdam, Esq., Pakenham: "One of our schools has been supported on the Free School system, and another partly so. May your exertions on behalf of Free Schools not cease till they are crowned with success!"

COUNTY OF FRONTENAC.

James J. Macdonald, Esq., Portland, &c.: "I have much pleasure in informing you that six out of the eight schools in operation have adopted the Free School system."

Bernard Kennedy, Esq., Storrington: "With regard to the improvement of our schools, during the past year, I am happy to inform you that the people in general seem to take a more lively interest in the furtherance of education in this Township. There are a few excellent schools in this Township, but we have no scholars to say much advanced in education."

R. S. Henderson, Esq., Wolfe Island: "The Reports from the different Sections are not as full and complete as they ought to be—many blanks have been left, which ought to have been filled, and some of the statistics have evidently been loosely drawn up, and from very imperfect data. In order to prevent a repetition of these imperfections, it is important that trustees be furnished with proper class-rolls and registers for the use of the schools by which not only the average attendance may be distinctly known, but also the progress which the children make in study, and the positive amount of education obtained within the year. There are only 7 black-boards amongst all the schools—no maps or other facilities to impart instruction. The books used are principally the national works; Walkingame's Arithmetic appears to be in general use, but in my opinion it is inferior to the National Arithmetic, in many respects. To enter upon a discussion of the merits and demerits of these works, is not my duty in this place; suffice it that I bear my testimony to the wisdom manifest in the selection of class-books for the schools by the Council of Public Instruction, in which the national works hold a prominent place. There is one branch of study very much neglected in all Common Schools, that is, composition. Every child who understands the elements of English Grammar, ought to be taught to compose. It is not sufficient to write a simple copy every day, in addition to learning a grammar lesson. It is possible for a boy to be a tolerably good grammarian, and yet be totally deficient in that most essential characteristic of a scholar—the art of expressing himself in grammatical language. Indeed the Board of Public Instruction for this County have had painful evidence before them that many—very many teachers themselves—even good grammarians and good arithmeticians, were totally incapable of writing a few consecutive sentences grammatically. I speak of this more particularly, because we have been censured in the public papers for granting certificates to persons said to be incompetent to teach English Grammar, on account of their inability to express themselves grammatically. It certainly does appear to be an anomaly to grant certificates to persons to teach English Grammar, who violate the first plain rules of syntax in composition. The public do not know, although I may possibly know, that errors of this kind are not made through ignorance of the grammatical construction of sentences, but solely

through carelessness, neglect, and the unfrequency of composition. To guard against a repetition of these attacks, my advice to every teacher would be to study the art of composing; daily practise it, and introduce it into his school as a branch of study *to be acquired as a matter of course*, so soon as his pupils are able to correct simple sentences in false syntax. Many teachers complain that there are no means provided in the School Sections by which they could improve themselves—and that their salaries are so small and their engagements so limited that they cannot procure text-books for their own use. Every Section ought to provide for the use of the Master the National Reading Books, an Arithmetic, a Geography, Works on Natural History, Physiology, Natural Philosophy, Agriculture, Civil Government, and Political Economy; also, a good History of England. Although the subjects of these works might not be taught in the schools, yet I am quite certain that with the use of these books for private reading, an intelligent and faithful teacher might impart a great deal of useful general knowledge, in a way that could not fail to interest and delight the children, *and naturally*, through and in connexion with their daily lessons. As we are in a transition and progressive state, every day's experience unfolding new discoveries, as well as proclaiming our own imperfections, and emphatically teaching the best educated amongst us lessons of humility, it will not be deemed a reflection if I express a wish that the schools of our Townships may improve both in character and efficiency, and that under a faithful and intelligent body of teachers, whose services will be prized, and whose labours properly remunerated, the children, not only of the Township in which I am so immediately interested, but of our whole country, may be thoroughly educated, in the most exalted sense of that term."

COUNTY OF LENNOX.

John J. Watson, Esq., Adolphustown: "With regard to the schools under my charge, they are without doubt susceptible of much improvement, but I sincerely indulge the hope that the time is not far distant when the minds of the people will be fully awakened to the importance of this great work of Common School Education, and that old prejudices will be thrown aside, and by the united efforts of the few *real* friends of education, the trustees, &c., we will be found to have undergone a material change for the better, even prior to the close of another year. It is true we have much to contend with—a great proportion of the old inhabitants and wealthier classes here, have educated their children, and consequently are averse to contributing much, or being taxed for the support of the schools. The system of Free Schools, therefore, is not likely to be adopted in more than one section. I have to regret that the want of competent teachers is severely felt, and I fear that one or more of our schools will be vacant in consequence. I have also to express my conviction that comparatively but little good can be done whilst they are only kept open, on an average, 6 or 7 months in the year. To conclude, I feel it my duty to state that if Education does not advance so rapidly as it ought, it is not for the want of ways and means being amply provided by you to improve its state; and I cannot but express my admiration of your invaluable and long-to-be-cherished services, as Chief Superintendent of Education."

Edwin Mallory, Esq., Fredericksburgh: "The School Act of 1849 having been found so complicated, and inoperative, several of the schools were closed, and the people became almost indifferent to education; but I am happy to add that the new School Law has given a fresh impetus to the people of this locality, and some of the sections have already availed themselves of the noble provision made therein for establishing Free Schools. May the friends of literature and education never rest satisfied until Free Schools are established throughout the length and breadth of Canada."

Thomas Chamberlain, Esq, M. D., Richmond: "I have endeavoured to impress upon the people of this Township the necessity of having Free Schools, and have found a great number in favour of the measure. I believe that if a law were passed at the commencement of a new Parliament, making Free Schools imperative, before the end of four years, the measure would become so popular that members would be in no danger of being unseated for passing such a law. But they are not independent enough to try such a bold, although useful measure, near the eve of a new election."

COUNTY OF ADDINGTON.

The Reverend Isaac B. Aylesworth, Camden East: "The subject of Common Schools is gaining more and more attention in this Township. A number of sections have, this year, adopted the Free School system—others have it in contemplation. No doubt in a few years it will generally prevail. Although great improvement is evident in the Common Schools of this Township, yet much remains to be done. The greatest hindrance in the way is the smallness and poverty of the School Sections, and the want of good teachers, which appears to be a natural concomitant. The best teachers in this Township are those who have attended the Normal School in Toronto, and those who have attended the Model School in this Township. Many teachers formerly employed, have desisted from teaching—not being able to stand the more scrutinizing examination of the Board of Public Instruction, the establishment of which, by the present Act, is likely to materially subserve the educational interests of these Counties."

David P. Yeomans, Esq., M. D., Ernestown: "The great obstacle to the progress of popular education in this part of the Province, lies in a want of appreciation of the value of education, and an unwillingness to pay for it. The stinted remuneration given to teachers has either never secured, or driven into other employments, our best qualified instructors; and retained only those whose acquirements and efforts embody no elevating tendencies. It is to our Normal and Model Schools that we are to look for the effectual remedy for these evils, for if we cannot awaken a proper appreciation of the value of education in the minds of our adult population, we can at least, through the agency of qualified teachers, excite a love for knowledge in the minds of the young. Owing partly to the state of transition through which our School Laws have been passing, and the causes to which I have already alluded, the want of suitable teachers is particularly felt. The number applying for examination before the County Board are not sufficient to supply the schools, and *these* are, in too many instances, lamentably deficient in those attainments and qualities of character which are essential to success and usefulness."

COUNTY OF HASTINGS.

George Benjamin, Esq., Hungerford: "With reference to the schools in the township, this Report, which is a report of the past, must not be taken for what the schools now are in 1851. The schools at the opening of 1850 were in a most disorganized state, and my visits have not been such as the law contemplated, but such as would bring things on to a better footing. Many of the School Sections are very poor, and some are badly provided with Trustees. School rooms are badly wanted, and I have apportioned the amount of pay coming to the Superintendent for 1850 amongst some of the School Sections for building school houses. I have during my first visit of this year, given out a list of prizes, that I will award at the close of the year. I think this will have a beneficial effect. I also find that the town-

ship is badly divided. A township meeting will be held, at which the Council will preside, to re-divide the township. This meeting will take place in June; its orders to come into force in January, 1852. There are one or two School Sections very poor, who cannot conform to the law; I shall give them all the aid possible to induce them to keep their schools in order."

Uriah Seymour, Esq., Madoc, &c: "I have lectured in every School Section where I could get an audience, considering it the more necessary in vacant and new sections to encourage the people, and instruct them in the meaning and intent of the School Act, and the advantages of the School Fund, and put them in a way to avail themselves of its benefits. In my lectures I have laboured to show, 1stly, The individual or personal benefits of education to our children, and the obligation of every parent and guardian to give to their children such an education as will qualify them to enjoy the benefits and discharge the social duties of the present improved and rapidly improving state of society. What was considered a good common school education in the days of our pupilage, being comparative ignorance now, will be quite insufficient for our children in the days of their manhood. 2ndly, I have endeavoured to show the social benefits of education in elevating and correcting public taste and sentiment, and substitutng intellectual entertainments and amusements in place of those light, trifling, vicious and demoralizing amusements which lead to intemperance, idleness and crime. 3dly, The political benefits of education, in qualifying our children to discharge the duties of their allegiance in a manner suited to the improved state of political economy. Without education, it will be impossible for them to participate in the vast improvements in mechanism, agriculture and manufactures which are now making. And inasmuch as the wealth of a nation consists in the numbers, intelligence and enterprize of its subjects, the advanced state of its arts and sciences, and the perfection of its manufactures and agriculture; therefore it is wisdom in the Government to secure the education of the whole. And the poor man who labours and toils, and denies himself of all the luxuries, and many of the comforts and even necessaries of life, to bring up a large family, and educate and instruct them in business so as to fill useful stations in society, adds far more to the real wealth of his country than he who simply hoards up his hundred thousand pounds. 4thly. I have dwelt particularly on the moral benefits of education, in elevating the mind, tempering the feelings and affections, and educing philanthropy, patriotism, and piety of heart. These benefits cannot be over-estimated. *The School Act.* As a whole I am delighted with it, and yet there are some parts which may be improved. It is undoubtedly as wise as it is just to secure by law the instruction of all youth. The great question is now, shall the necessary means be provided so as to make the burden just and equal? The authority given to the majority of the school electors in each School Section, to tax the whole property of the School Section for the support of the school, so far as it concerns each School Section separately, is just and equal, and the principle is a good one."

COUNTY OF PRINCE EDWARD.

David Bryant, Esq., Ameliasburgh: "I have much pleasure in stating that several sections of this township have adopted the true principle of supporting their schools, and that is by a direct tax, and I hope ere long to see the whole of the schools in our township supported in like manner, and not only our township, but the whole County. The minds of the people are not as yet prepared to receive so great a change for the better; but as they witness from time to time the grand result of this system, they will fall in, and give it their support; for it is the only true plan by which the door of education can be opened to all, the poor as well as the rich."

The Reverend Gilbert Miller, Athol: "Every School Section in Athol has a good school, except one, and education is advancing. The present School Act works well, and gives much satisfaction to the people."

Benjamin S. Cory, Esq., M. D., Hillier: "As an individual, I am a most ardent advocate for the principle of free schools. I consider it one of the greatest boons any legislature can confer on any people. It is obvious, that were it general all over the country, it would press less heavily upon some than it does now, when a School Section decides upon the adoption of free schools. Even under the present law, as I view it, the wealthy and the childless are remotely far greater gainers by the carrying out of the principle of Free Schools than they seem willing to admit. How much better, nay, how infinitely preferable, is it to submit to a trifling tax for the purposes of education, and consequently for the promotion of virtue and correct principles, than to submit to a similar and perhaps greater one to defray the expenses of the administration of criminal justice growing out of the want of such education. I hope, in common with thousands in the country, that you will officially urge upon the Legislature to so amend the present law as to make the principle of Free Schools the law of the land with as little delay as in its wisdom it can."

Robert Whitley, Esq., Marysburgh: "It will be seen by my Report, that not one-half of the children between the ages of five and sixteen years attend the schools; but it is to be hoped that a great change for the better will take place under the operation of the new School Act; indeed it has already taken place, and I am happy to say that in this township the people are becoming alive to the necessity of educating their children. Some sections have availed themselves of the provisions of the new Act, and taxed themselves, not only for the teacher's salary, but also for a supply of text-books."

Jacob Howell, Esq., Sophiasburgh: "When I received my appointment under the present School Act, I found but five schools in operation in the township. I now have the satisfaction to see the entire number, seventeen, in the township in operation. Ten of the seventeen are made free either by voluntary subscription or by a tax on the rateable property in the School Section. They are all well attended and supplied with competent teachers. I am well convinced that the provisions of the present School Act will give increased life and vigour to the Schools."

COUNTY OF NORTHUMBERLAND.

The Reverend John W. Smith, Haldimand, &c.: "Having been familiar with the working of the National School system in my native country, and having been for some time a practical educator, the oversight of the schools and the examination of the teachers, gave me little difficulty. The *low qualifications* of many of the teachers quite surprised me, and I could not avoid thinking that some improvement was absolutely demanded. The defect in some of the teachers was not so much the want of literary qualifications, as the utter inability of communicating what they knew to the children. The appearance of the new School Act supplied the desideratum, and I welcomed it as the dawning of better days on the youth of Canada. And in this I have not been disappointed, as fifteen of those who were teachers during some part of the year, and held certificates, never appeared at the County Board; they are consequently set aside for the present, some of them having gone to school for improvement, others preparing at home for future examinations, while several of them have taken to other employments. The consequence is, that several of the schools are vacant at present, being unable to obtain teachers with the necessary qualifications. So many as seven sections are now without teachers. The Trustees of some sections complain of the working

of the new Act in this respect; but I assure them that they are better without teachers than with bad ones, and that one or two years will provide a full supply of good teachers. The wages of properly-qualified teachers are advancing, which will have the good effect of enlisting men of talent and character, and causing them to study education as a science. This, and the adoption of the taxing and Free School system, will also tend to enlarge the sections, which is most desirable. This I have been urging on several sections, and two at least are in progress of uniting with two others. The County Board is a great improvement on the former system of procuring properly-qualified teachers; and should the Grammar School Trustees enlist in it with energy, a great work may be accomplished in a few years. This Board, in connection with the system of Free Schools, under the blessing of Providence, will do much for the moral and literary regeneration of Canada. Several of the sections have adopted the Free School system, thereby greatly increasing the attendance at school, in some cases even more than doubling their former numbers. And I have no doubt but the general adoption of this system would soon have the effect of putting all the children of school age under instruction some part of the year. One great hindrance to the progress of pupils at the opening of my year of office, was the general want of proper books. This is now greatly remedied, as the greater number of the teachers and Trustees have introduced the National School books. In nothing have they endeavoured to comply so fully with my instructions as on this point. Indeed, as a general thing, the Trustees only require to have their duties laid plainly before them by the Superintendent, that they may comply. A lecture has been delivered in each school, with one exception, where I could not procure a single individual, though I had notified the Secretary. These lectures have been useful in several places, and if fully carried out will do much to familiarize the people with their duties."

George Hart, Esq., Percy: "This township has at last begun to arouse from its lethargy in regard to education. At the annual meeting in January for the election of Councillors, I had an opportunity of addressing the electors, urging upon them the absolute necessity of having a good, sound education for the rising generations; and, in order to accomplish this aright, to abolish the old rate-bill system, and in its place to establish Free Schools, taxing all according to property. Since then, the whole of the sections have had special meetings, and the result is, that eight out of the ten have adopted Free Schools."

COUNTY OF DURHAM.

The Reverend Samuel Armour, Cavan: "I now commence to visit the schools, and in each, on my first visit, to deliver a public lecture, and to endeavour to have a regular series of books introduced into each school. I am fully persuaded that the present is the best School Law that has been made, and will effect much good if properly carried out in all its parts."

The Reverend Wm. Ormiston, A. B., Clarke: "The general character of the Common Schools in this township is rapidly improving. New and improved modes of teaching are being introduced into nearly all of them. A higher appreciation of the importance of Common Schools, a deeper sense of the necessity of having good ones, and a more enlarged spirit of liberality in supporting them, characterize the people; while a spirit of generous emulation, and in some cases, of lofty enthusiasm, distinguishes the teacher; the effects of which are already apparent in the increasing number, neatness, and progress of the pupils. I deeply regret, however, that there seems to be no little misapprehension and more unfounded prejudice on the subject of Free Schools. Some sections, however, support the school entirely, either by a general tax or by voluntary subscription. The principle is gaining ground, and must ulti-

mately succeed. In less than ten years I believe it will be a maxim of world-wide notoriety, *that a thorough Common School education is the Canadian's birthright.* At the commencement of the year I organized a Township Teachers' Institute, which has been generally well attended, and which has been productive of much real benefit. Those teachers whose attendance has been regular and punctual, have made the most satisfactory and gratifying proficiency. Many of the essays read at the various meetings of the Institute by teachers, on different subjects connected with their profession, are not only interesting and instructive, but highly creditable. The Institute meets eight times a year. One great subject of trouble and hindrance to success is the difficulty of amicably adjusting the boundaries of School Sections, and determining the sites of school houses. There exists among the people a desire for too much subdivision, thereby increasing the number of schools in the township, but necessarily greatly impairing their efficiency."

Mr. A. Fletcher, Darlington: "In accordance with the Act, a meeting of the inhabitants of School Section No. 18 was held, and the free system unanimously adopted; since which the number of scholars has so increased, that one teacher is not capable of managing them, nor is the school-room large enough; the Trustees therefore deem it necessary to provide another school, probably a female one."

The Reverend James Baird, Hope, &c.: "It will appear from the columns of the Report, that I have not delivered any lectures on the subject of education, notwithstanding I have given addresses on its advantages at almost all the schools. I am sorry and ashamed to have to remark that the condition of the school houses in several of the sections is bad, and that most of them in the township have not suitable out-houses for cleanliness and decency. I trust however that the time is not far distant, when each section will have a commodious school house—well ventilated and fitted up,—with a large play-ground enclosed, and every convenience for both sexes. It would give me great pleasure if every teacher and every Trustee Corporation would subscribe for the "Journal of Education." I have to say that the Journal will amply reward the expense and perusal of every man; and ought to be in the hands of every school official, and of all who wish well to the educational interests of Canada. As far as I know, there is not, at this time, a teacher in the township of intemperate habits or immoral conduct, and some of them are very excellent teachers. Some of them who received well-merited second class certificates, are now preparing for the first class. The definite classification of teachers has done much good already and will yet do a great deal more. Several of the sections have resolved that the teacher's salary shall be raised by a tax on property, and that the schools shall be free. I am pleased with this; it is just what should be. I desire with all my heart, that every school section in Upper Canada would resolve on the same. For want of a sufficient guarantee for the payment of the teacher's salary, Trustees have, in many cases, been reluctant to engage a teacher. And, in not a few instances, when they have employed one on the guarantee of the school fund and school rates, if the number of pupils has been small, the high rates have caused parent after parent to withdraw his children, till at last the school was entirely broken up, to the great disadvantage of the community. I cannot say that education has advanced much in Hope during the year, but it is certain it has not gone back, and the prospect of the future is cheering. In conclusion I would say, let selfishness and covetousness only give place to philanthropy and benevolence, and let Superintendents and teachers do their duty, and Canada will soon have an educated, intelligent and moral population, surpassed by no country under Heaven."

COUNTY OF PETERBOROUGH.

James Hogan, Esq., Douro: "I hope the attendance in the schools will be more satisfactory this present year than heretofore, as we expect to do away with the rate-bill and raise the teacher's pay by a general taxation on the Township. It is considered by all parties the schools will work better and the attendance of pupils will be far more satisfactory. There has been a meeting held in one school section, to ascertain how they were to pay the teacher this present year; I am informed by one of the Trustees that they unanimously agreed to do away with the Rate Bill, and I expect the chief part of the people of the Township will do the same."

William Manley, Esq., Dummer: "Education is still in a low state here, indeed much progress cannot be looked for while the schools are taught only for six months in the year; but such are the limited means of the inhabitants of this Township together with the small amount received from the school fund that the Trustees are generally debarred from offering anything like a fair remuneration to an able teacher. The consequence can be easily imagined—an inferior teacher is employed a few months in the year, and not more than one-half of the children attend the school. You will no doubt feel gratified at the advance we have made in a single year, towards securing an uniformity of books. In three of our schools the National Reading books are now used altogether, and in the other four schools they are partially used. I feel also to congratulate ourselves with our future prospects in the establishment of Free Schools, as the different sections of this Township have decided in favour of levying a tax upon all by the majority for the education of all."

J. W. Dunsford, Esq., Fenelon: "It is proposed to do away with the necessity of rate-bills in future for paying teachers, by raising an additional sum for general school purposes under a By-law of the Township Council."

Obadiah Rogers, Esq., Mariposa: "I am sorry that I could not have given you a more favourable account of the schools in Mariposa, than I have. You will see from my report, that the average attendance at school for 1850 is only 36½ per cent. which leaves 683 destitute of tuition for the time the schools have been kept open. When I reflect upon the backwardness of those who have it in their power to do otherwise, I am ready to say that over one-half of the schools in our township will cease to exist unless those who should be interested in the welfare of their offspring become alive and put their shoulder to the great wheel of education. Education has done much for mankind, and will still continue to do for them in proportion to their exertion;—then all should become united in the grand enterprize of diffusing light and knowledge. Now the best and only way to accomplish this, is for each and every school section to levy a tax on themselves sufficient (with the Legislative School Grant) to pay their teacher. I am much pleased that I can inform you that many of the school sections in our township have seen the propriety of such a movement and have passed resolutions to that effect. In vain may people dream of supporting and perpetuating their schools any other way."

The Reverend John Gilmour, North Monaghan: "On visiting and examining the respective schools, I was glad to witness the order and regularity of the children. The manner in which they passed the examination was creditable to the teachers. There are but few advanced scholars, but hopes may be cherished of considerable progress. Teachers labour under great disadvantages—the school houses are miserable—a speedy remedy in this respect is most desirable. Another evil retarding the children and annoying to the teachers is the want of good books and uniformity in the books, and even lack of books in some cases altogether—no maps—no black-boards—another evil to be deplored. Two of the teachers in these three

schools are respectable in their attainments, steady and assiduous in discharging their duty. The other teacher is now at the Normal School, and will no doubt return greatly improved—he is promising. There is reason to fear that many of the schools in the country will be vacant for want of competent teachers—the Board of Education having been obliged to refuse certificates to many applicants, in some cases for want of a moral character, in others—lack of the necessary attainments. In the Grammar School in Peterboro there are between 40 and 50 Students, 20 of whom and upwards are in the classics; the others engaged in the various branches of English learning."

John Allanby Esq., Ops: "I am of opinion that this year school matters will be placed on a more satisfactory basis. Teachers being elevated in society, &c., will perform their duties more effectually; and the attentive perusal of the "Journal of Education," with the enlarged powers given to trustees by the late School Act ought to do more to stimulate ambition and zeal than any other means heretofore devised."

COUNTY OF YORK.

The Reverend Thomas J. Hodgskin, Etobicoke: "I took the earliest opportunity of delivering in each school section, the lecture required by law, and at its close, endeavoured to stimulate the audience to effort in procuring school apparatus, &c. In one instance £8 was raised by voluntary subscription, and the school is consequently well furnished with maps, &c. I have done my utmost to extend oral instruction to make the school interesting to the pupils, as well as profitable to them. The salaries of teachers are improving and the interest in the subject of education is deepening."

The Reverend R. H. Thornton, Whitby: "Respecting the state of the schools, in all cases where they have kept open, it is improving. Owing to a total want of oversight, I found every thing out of order, and the amount of indifference most lamentable. I found many incompetent teachers employed at first, and there is even now a great deficiency in point of numbers. The school accommodation in this township is generally *good*, but the arrangement not the best. Few have any play-ground, and, as will be seen in the Report, there is *not one* presenting any attempt at ventilation. To these and other evils I have endeavoured to direct attention while lecturing, but time only will shew whether with good effect. I believe the new law is, upon the whole, considered more practicable. I conceive, if we are not subjected to much further change, that improvement cannot but advance. Still, much remains to be done to arouse the public mind to a due sense of the great importance of the Common School. It will be observed that there is almost a total want of apparatus. There are but two globes and one large map in the township. The importance of this I have pressed both upon our councillors and the community at large, but hitherto almost in vain."

COUNTY OF SIMCOE.

John Williams, Esq., Euphrasia, &c.: "I have to state that Euphrasia is a very newly-settled township, and that the inhabitants have done but little as yet for the education of their children. There are efforts being made, however, to commence schools, and it is to be hoped they may succeed. I think the people of this township were not taxed last year by the Municipal Council for school purposes, in consequence of their not being in a situation to realize the benefit of such fund already on hand which has been reserved for their use. But it is presumed there will be exertions made more than usual, as the Free School system is advancing in the minds of the people, even in this wilderness part of the country."

The Reverend William Fraser, West Gwillimbury: "*School Houses.* I have been obliged to answer the question, whether the school houses are ventilated or not, in the negative. This, however, should be understood with qualifications. As regards the log-houses generally, there is little deficiency in this respect. They are in some cases completely, thoroughly, ventilated. By the walls, the floors, the windows and the ceiling, the breath of Heaven has free ingress. I understood the question as intended to apply to arrangements expressly made for the purpose of regular ventilation, and in this respect there are none. The only school-house, as far as I am aware, in which any attention has been paid to this matter, is the one at Bond Head, in which the windows are constructed so as to be lowered from the top; and thus, while establishing a current in the upper part of the room, that current does not act directly upon the children as in the ordinary expedient of raising windows. All the school-houses have, properly speaking, but one room. But those in part sections 1 and 7, and in sections 6 and 11, have commodious porches, in which hats, cloaks, &c., may be deposited. The new houses, 6, 7, and 11, are very conveniently desked and seated, and will accommodate respectively 75, and 65 scholars, and perhaps an additional ten without much crowding. They are, in fact, creditable specimens of country school architecture. *Apportionment of School Fund.* The principle affirmed by the School Act (sec. 31) for the distribution of the Fund among the several schools is undoubtedly the equitable principle, and is, as far as I have learned, generally approved. It was indeed high time that a change should be made. The most glaring abuses were, in some instances of which I have heard, practised under the former system. For example, a large School Section in a neighbouring township received £30 from the Fund, kept the school open for six months, paid the teacher £25, and retained the remainder in stock for future use. The six-months'-open system, on the basis of school population, was always liable to abuse. You may, in fact, see two or three instances of its working even in the accompanying report. *Free Schools.* In three sections in this township the principle of laying the burden of education upon property has been adopted. Without expressing just now any opinion as to the abstract justice of the principle, it is evident from the immediate effect of the measure in those instances, that it is pre-eminently the school-filling plan. One of the schools (at Bond Head) which I looked into a few days ago—last year attended by about 35 or 40—had nearly double the first number on its benches. The sight was pleasing. I have not much doubt that the demonstration which will thus be given of the beneficial effects of the system will increase its popularity and extend its adoption."

Andrew Cunningham, Esq., West Gwillimbury: "The section in which I live, as well as the adjacent section of Bond Head, have been made Free Schools this year;—the consequence of which is that, instead of an average of 25 or 30 pupils, there is now an average of 50 or 60."

P. A. Smith, Esq., Vespra, &c: "The schools under my superintendence are in a progressive state, and there is an almost unanimous feeling among all the School Sections in favour of Free Schools, in two of which sections, at the annual school meetings, the Free School system has been unanimously adopted, and will, I expect, before long become general throughout this country."

COUNTY OF WENTWORTH.

Francis Cameron Esq., M. D., Ancaster: "Our schools are, I think, rather rising. Free Schools are being tried in several sections of the township. The annual meetings excited an unusual interest this winter, but I am sorry to say the conflict of opinion seems to do much evil, the people apparently feeling their own consequence more than formerly. Trustees have

no sinecure of it now. Much dissatisfaction seems to exist from the frequent changes in the School Law. Teachers are not well pleased in general with the classification of their certificates, but I believe it will have a most salutary effect on their improvement."

Patrick Thornton, Esq., Barton: "With regard to the progress of the schools in 1850, I may observe that No. 1, which was at one time by far the best in the township, has rather fallen off. Nos. 2 and 4 have made a very fair advance. No. 5 has been, and unless a more general interest can be raised in the section, will remain stationary. I have never been able to get the people to come out to a lecture though I have made repeated attempts. Perhaps none of them have made greater advances than Albionville, but it was very low at the commencement of the year. I intend to make another attempt with No. 5 very soon. In all my experience I know nothing better calculated to excite interest in the cause, than plain practical lectures."

W. Johnstone, Esq., Brantford: "I am sorry to state that our schools, with a few exceptions, are in a backward state; but the almost general feeling evinced in favour of Free Schools, taught by well qualified and well-paid teachers, is significant of a determination to do better."

The Reverend Samuel Finton, Glandford: "I think there is being more interest felt in Common Schools than formerly."

COUNTY OF HALTON.

The Reverend John Porteous, Beverley: "There has been one good stone school-house built last year, and another thoroughly repaired. In general the school-houses are, as you see, destitute of conveniences, and many of them uninhabitable, the wind entering from all quarters. I have to lament the number of tippling teachers, whom yet the Trustees engage, because they get them at a low salary. The teacher of one section perished amid the snow of December last. But there are decided evidences of improvement in this respect. They are in general the most talented and best qualified who are addicted to strong drink. I fear that, notwithstanding the provisions of the School Act, to exclude from examination the immoral, some who do not possess a fair character have received certificates. The school in Section No. 9 has been vacant for two years. I have given a lecture to those of the section I saw. It appears two of the chief families had disagreed, rallied the settlement round their respective standards, and managed thereby to deprive their children of two years' education. The feud is, I believe, buried in "the tomb of all the Capulets," never, I trust, to be resuscitated, nor to have a successor. What a curse these divisions are to our young country. Education has never engaged the attention of parents and landholders so much as it has done during these four weeks past. Free Schoolism has fallen upon their slumber like a bomb. Meagre, stupid, lifeless school-meetings, have at once given way to full, animated and eloquent assemblies. What a storm there has been! The childless and the patriarch of grown-up families, who can sell wheat at Dundas without arithmetic, and find their way home without geography, together with those who have educated their own children, and a few with families whose sense of justice is excessive, have been expectorating large quantities of bile, and see in the future, tax piled on tax, like Pelion on Ossa, till they are fairly crushed underneath. I think, however, that many of them have got ease by the discharge, and will either become advocates of Free Schools, or at least yield to them in the spirit of passive resistance. Self-defence will prompt sections either to adopt nominal rate-bills, or fling them away entirely, which will be the wisest plan. I find mostly all the Trustees in their favour, and some who oppose them do so on the ground, that in the meantime the school-houses would not contain

the children that would present themselves for instruction. Shame on such small spirits, who not only admit the efficiency of Free Schools, but oppose by a subterfuge their coming into operation. However, the peculiar provisions of the School Act, the number of school-voters with families, not to speak of many whom patriotism and common sense sway, will give them such a pre-eminence, that in a few years their enemies will either be powerless to resist or unable to stem the torrent of popular feeling in their favour. There is an elasticity about them that will secure their triumph."

The Reverend D. Fraser, Esquesing: "I have not classed the schools because it might produce a bad feeling among the teachers. I am afraid that there will be some difficulty in getting a supply now that the standard of qualification is raised;—persons so qualified will find it more to their interest to devote their talents to some other calling. From careful observation I am satisfied we shall never have good schools till the sections be divided by *disinterested* persons—till the sections be all taxed—till the teacher's salary be considerably above the present average, and be fixed by law. How much evil would such an arrangement prevent, and how much good it would ensure!"

R. H. Cradock, Esq., West Flamboro': "With regard to the state of education in the common schools of this township, it gives me pleasure to say that the teachers are men, who are competent for the duties they have undertaken, and that the proficiency attained by the pupils in several of those schools in English Grammar, Arithmetic and Geography, is highly creditable to both teachers and pupils, the greatest deficiency which I observed was in the manner of reading, this indeed is, generally speaking, hurried, ungraceful, monotonous, and frequently so indistinct as to make it even difficult for a person, without a copy of the reading book in his hand, to understand the subject clearly. Of other causes tending to advance or retard education, the most powerful that I have observed are those produced by harmony or discord, in each section where there is good-will and a neighbourly feeling among the inhabitants, there is generally a good school; and on the other hand, one of the greatest obstacles to improvement, is, a sort of party spirit which prevails in some sections, and which, wherever it prevails, causes a portion of the inhabitants to set themselves in determined opposition to their Trustees and teacher; this it is which has caused the thin attendance at the school of section No. 5, which ought to be one of the largest in the township, and has led to the establishment within that section of two private schools, of a description certainly by no means higher than that which they were intended to injure. On the subject of ventilation I would remark, that though most of the West Flamboro' schools are provided with a trap-door which, opening through the ceiling into the loft, would, if kept enclosed, permit the escape of most of the impure air, without creating a dangerous draught, yet I find that the teachers are generally more disposed to keep them shut than open."

COUNTY OF WELLAND.

Richard Graham, Esq., Bertie: "I would observe that a general feeling pervades the community as to the value of free schools, four of the sections have adopted the system at their annual meetings, two sections since, at a special meeting, and two more intend doing so before the year closes—making about one half the number of schools in the township. The principle is gaining ground, and in a few years will become general. I conceive the alteration in the manner of making the apportionment from school population to school attendance, is the primary cause of this change in public sentiment."

David P. Brown, Esq., Crowland: "There are three schools in this township conducted on the free school principle, and I believe that a large majority of the inhabitants of the

several school sections are favourable to the plan, but many of them do not like to oppose their neighbours by supporting it with their votes. Prejudice against the principle of free schools is giving way very fast; and the time is not remote when all the schools in this township will be free."

Dexter D'Everardo, Esq., Pelham, &c.: "Our schools have, I think fully maintained their position, notwithstanding the frequent changes in the school laws, which have of late taken place, though improvements in their condition have not been so marked as in former years. The new school law seems to be favourably regarded by the people generally, and will I am persuaded, taken as a whole, be found much better adapted to the wants and circumstances of the country and to the present views and intelligence of its inhabitants than any of its predecessors."

COUNTY OF HALDIMAND.

The Reverend William Bethune, Oneida &c.: "Although I do not agree with the present Act, in toto, yet I think that there is in many points a great improvement, when compared with the former. I approve especially of the remarks you have appended to it in your letters to the several officers appointed to carry it into effect; and I only regret that these remarks have not been embodied into the very letter of the enactment that they might have a binding force."

William Jones, Esq., Rainham: "It is very encouraging to reflect upon the great improvements which have taken place of late years in the character of our common schools. We have now three sets of apparatus, two sets of large maps hung up, and every thing is going on very well.

COUNTY OF NORFOLK.

The Reverend James Jackson, Middleton: "The people are very much pleased with the new School Act, and I have endeavoured to encourage them under the provisions of it, to do all they can to educate the rising generation. There is one amendment yet, however, that is desired, viz: Legislative authority to tax rateable property to support the schools entirely, and let them all be free."

D. W. Freeman, Esq., Windham: "I am happy to inform you, that in the township of Windham a very great change for the better has taken place in the minds of the people in reference to free schools. Four years ago I brought the subject before the inhabitants of the township at an annual township meeting,—they were almost unanimous in expressing their indignation at what they considered would be a monstrous injustice; at the present, in every school section there are strong advocates for the Free School system, and several of our best schools are now progressing upon that system. I confidently expect that the time is close at hand, when every child within our township will enjoy the benefit and blessing of a free school. I have for some time devoted my humble abilities to the advocacy of this system, as being the most efficient, if not the only one, which will secure to all of our children, the inestimable blessing of a good education.

COUNTY OF OXFORD.

George Alexander, Esq., Blandford, &c.: "I may remark of the new School Act, that I have had occasion to test many of its clauses in my official visits to the different sections, and have found them admirably adapted to the present wants and interests of the country. As regards the general efficiency of our schools, and the nature and extent of the knowledge

acquired in them, every one must feel that there is still a wide field for exertion, to bring out anything like the desired results,—to realize what we mean when we speak of the blessings of education. We must endeavour to enlist in the cause the sympathies of the more intelligent part of the community, and secure their co-operation. There appear to me to be two points upon which we would do well to bring all our force to bear, both of which you warmly enjoin in your excellent circulars published last year: firstly, The general improvement of the teachers by means of the Institutes or Conventions; secondly, The providing a permanent and adequate support for them, so as to induce young men properly qualified to adopt the teacher's profession. Frequent lectures delivered with judgment, showing the great advantages of education, will be likely to secure the latter; for I have observed on every such occasion a deep interest felt and expressed by the people, and a lively gratitude shown for any little effort made to diffuse intelligence amongst them. There is every encouragement to go on, and before another year has passed, I confidently hope we shall see the attendance at our Common Schools double what it has been during the last."

The Reverend William Hay, Burford: "I have great pleasure in stating that the system of Free Schools is rapidly gaining ground in this township. The great advantages attending Free Schools are becoming every day more apparent in the increase of attendance, the comfortable and well-furnished schoolhouse, and in the little trouble connected with the system when compared with others. While much remains to be done, it is gratifying to observe that considerable advancement has been made on the right side. The number of schools, and the average attendance of scholars, have increased during the past year. We have also secured a greater uniformity of books, and a greater number of visitations, which very greatly add to the interest and efficiency of the schools."

John Goodwin, Esq., Dereham: "I am happy to inform you that these schools are in a pretty good state of advancement, and we have cause for congratulation in some measure. I find the greatest obstacle which impedes the working of our School Law is, that the greater part of the populace are blind to the best interests of their children. I recommended the circulation of the 'Journal of Education.' I know of no other channel whereby we can enlighten the masses, but by the 'Journal of Education.' I have during my term of office endeavoured to inculcate right views respecting school matters, and the enlarging and uniting small School Sections, and to have the schoolhouses put in central positions. I accomplished this in one or two instances. It ought to become the law of the land for every school to be free."

George Turner, Esq., North Oxford: "As it regards the Free School system, I will add, that as far as I have been able to obtain information on the subject, I think there is no doubt of its superior utility; and with respect to popular opinion, I believe eight-tenths would be in favour of it, provided it was enacted by the Legislature to raise the amount necessary by a general tax; but with regard to local taxation, there is a great diversity of opinion."

The Reverend Robert Wallace, West Oxford: "I find an increasing interest in the subject of Free Schools, and I am aware that it is the intention of some gentlemen to endeavour to introduce the Free School system generally throughout the County of Oxford. We have some Free Schools already in operation. I am happy to be able fully to approve of the general features of the present School Act. I have by me several of its predecessors, and it is, in my opinion, a decided improvement upon them."

The Reverend Donald McKenzie, West Zorra: "There seems to be a general movement in favour of education, and a desire to obtain superior teachers in this township; and it cannot be denied that the desire to get *cheap* teachers is very strong. I indulge the hope that, ere long, a copy of the 'Journal of Education will find its way to every School Section."

COUNTY OF WATERLOO.

John Finlayson, Esq., M. D., Nichol: "The subject of Free Schools has been pressed upon the attention of the Trustees and others of this township in the Superintendent's Annual Lecture. In the contiguous town of Woolwich there is one Free School in operation."

John Wilton, Esq., Peel: "I am happy to report that two of our sections have Free Schools, and it appears to me that their example will soon be followed by many others."

W. A. Stephens, Esq., Sydenham: "Considerable difficulty was felt by those engaged in school management during the past year from the changes in the School Law. The present Act, however, if well worked, will work well; and it will not be well worked except where the schools are made free. Section No. 3 has decided this year to work it in this way, and the result has already been an increase of nearly one-third in the attendance of scholars."

Wendlin Schuler, Esq., Wilmot: "A few years ago we had only eight or ten schools; now we have nineteen. There is one thing still wished for by a great many, and that is, Free Schools."

COUNTY OF MIDDLESEX.

Simon Newcomb, Esq., Bayham: "The people of Bayham have manifested more interest in the schools this year than heretofore. In proof of this, I may mention that sections 1, 2, 4, 7, 8, 14, 16, 17, and part 3, have decided in favor of Free Schools;—these sections contain 712 children of school age. Indeed, nothing but a want of well qualified teachers can now stop the progress of education in this township. This improvement in our school affairs, resulting from the diffusion of knowledge on educational subjects, has been chiefly effected by the circulation of your excellent periodical the "Journal of Education,"

D. D. Corcoran, Esq., Carradoc: "The schools in this township are in a very backward condition, notwithstanding the laudable efforts made by the Legislature to provide for the education of the children of this Province. I believe that several causes which might be remedied, retard the progress of education in this township. I am of opinion that a Superintendent can do much to benefit the schools and can allay many local feuds, &c., by his timely advice both to teachers and pupils; and that local township superintendents know the difficulties that exist in their townships, and the means to use to set aside the difficulties and to encourage peace and tranquility in their school sections, much better than a stranger."

Thomas McCall, Esq., Dunwich: "In pursuing your remarks on the Free School system, I coincide with your opinion; but whatever system is adopted or recommended by men of experience, many will object to it, as you are well aware; and my opinion is, that the Free School system will not be universally adopted, unless by a Legislative enactment, to take away all occasion of opposition, for there are several school sections in this township, both last year and the present, where schools cannot be kept, because the majority are opposed to the system: you are well aware of the consequence. I hope our Common School free system will, ere long, be on a more permanent footing."

The Reverend William R. Sutherland, Ekfrid: "The schools in the township of Ekfrid have been in general rather successful during the past year. Our teachers have been in general an excellent class of men, moral and steady, and attentive to their business. Four or five of these, however, have left this township since January."

Philip Hodgkinson, Esq., Malahide: "The new School Act gives better satisfaction than any other, and the schools are better organised now than last year."

COUNTY OF PERTH.

The Reverend Thomas Williams, Fullarton, &c.: "I am happy to add that in this township there is being made an effort to furnish the schools with school apparatus, &c., the Municipality having levied a tax for that special purpose. The school-lectures, I think, are an excellent institution, and will effect much. When people come to hear them they always produce a good effect, and stir up a better feeling. There is no such movement, I am sorry to say in Blanchard, nor could they be stirred up to feel its importance. Some progress has been made towards a proper feeling in relation to education. But there yet remains to be opposed and destroyed much that will retard that progress—much ignorance—much conceit—much selfishness, before any system will work well. Many say they feel the importance of education for their children, but contend to have the school near to them—the sections small—cheap teachers and no expense! But many persons know too much to be lectured—you may lecture their children if you like. The Superintendent finds the teacher solitary in the school without even a Trustee to keep him and the Superintendent in countenance on the days appointed, though notice has been duly given. These I admit are exceptions to the general rule, but still there are too many such exceptions. Thinking and reading people and those who are influenced by them, are *all* in favour of the present law, and think it the best they ever had."

Alexander McGregor, Esq., North Easthope, &c.: "I am happy to state that the schools are generally well and satisfactorily conducted, much more so than any one would be led to believe from the teachers' report. I have no hesitation in saying, that the mode of distributing the school fund adopted, will be the means of making every individual in the township interested in the cause of education, take a more lively and active part in the management of their Common Schools for the future. Though a great deal can be done yet in forwarding the interests of education generally, I must say, that in this township for the last year, the people have shewn a willingness and a desire for providing their children with a good and useful education, which is worthy the imitation of the adjoining townships. This township has raised this year for school purposes one-half more than the whole amount raised in the adjoining three townships, and I am convinced, although a few of the leading men of the township are opposed to a free system of education, that were the subject properly brought before the inhabitants and the advantages which would be derived from such a system to all classes of the community generally understood, that a free system would be adopted at once. Indeed it is now almost admitted, that until the Common Schools are supported by a tax upon the rateable property, that we need not (particularly in newly settled districts) expect the successful, satisfactory, and at the same time beneficial and permanent working of any system, however much it may be adapted to the carrying out the objects of education generally in other respects, for without being well and permanently supported, we must some day look for its failure. There is one great improvement which has taken place in the schools in these townships, for the last season particularly, which I must not omit—the adoption of the National School books. With the exception of two or three Dutch schools, it might be said that one uniform set of school books is over the four townships amongst Catholics and Protestants; and with the exception of one section, it has not been necessary to erect a seperate school, though in some parts the Roman Catholics are very numerous; they even allow their children to sit and read the English version of the Scriptures with the children of Protestants."

South Easthope: "The people do not appear to take the same interest in the cause of education in this township, that is shewn in the other townships around them, and I am afraid, until they are stirred up to it by public lectures or something which will cause the subject to be agitated and to be understood by them, by being brought before them in their own language,

so as to be impressed with the importance of the education of their children and the necessity of their exerting themselves in providing for the same, that a long period must elapse before the common schools of the township will be placed in that position which will ensure their permanent operation and at the same time be beneficial to the young and rising generation."

COUNTY OF KENT.

The Reverend William Griffis, Chatham: "Many of the schools of this township have been badly managed both by the trustees and teachers heretofore; I am now in hopes, however, since the last Act came into use, there will be an improvement, especially as most of the school sections have adopted the principle of direct taxation upon all the rateable property in the sections."

Thomas Cross, Esq., M. D., Dover, &c.: "I have the honour to forward you herewith the Annual Reports, for the year ending 31st of December last, of the Common Schools in the townships of Tilbury East, Dover, East and West, Harwich and Raleigh, and though these exhibit an increase in the several departments of the system of Common School Education over the corresponding reports of last year, still that increase is not so gratifying as I could wish. The cause of this I am inclined to attribute to the difficulty which the people necessarily experienced from the introduction of a new School Act at the commencement of the year—their dislike to many of its provisions, and the doubt and uncertainty which pervaded their minds as to the alterations and modifications it would be likely to undergo at the next meeting of the Legislature. Paralyzed therefore in their energies by those two causes, they took little interest in school matters, and many of the schools were consequently closed till the Act of 1850 came into operation. If therefore education has not kept pace, at least in this section of the Province, with that earnest desire evinced on all occasions by yourself, and especially during the past year by our Legislature, to place this most essential ingredient in a Nation's happiness and prosperity in such a position as to impart more successfully its inestimable blessings to all classes of the community; the chief reason exists in the perplexities in which the imperfect Act of 1849 involved the public mind, and the delay which necessarily occurred in putting the schools in proper operation, till those imperfections would be removed by legislative enactment in 1850. I am happy to see that has been done, and in a manner which I have little doubt will ere long cause a new era to dawn on the educational prospects of this Colony, by arousing the energies and enlisting the interest of all classes in its advocacy and maintenance. Such an improvement will not only soon manifest itself in this country, but wherever this new School Act is carried out in strict conformity with its letter and intention. Much difficulty and inconvenience frequently attend the introduction of a new measure, however simple in its details and uncomplicated in its machinery. Time and experience are necessary to its successful working; but this is not the case with the new Act; it has introduced no complicated changes in the system of Common Schools, as established by previous enactments, and therefore the people have little difficulty in immediately complying with its provisions; but by increasing the power of Trustees,—giving them greater efficiency in the discharge of their duties—affording a fuller protection to teachers, and adopting a more vigorous system of local supervision;—this Act at once elevates the standard of a Common School education, and demands for it that encouragement, and recognition of its claims, which the public have never yet properly bestowed on a subject of such individual and national importance. I may mention, however, in this County its successful operation could not, during the past year, be sufficiently tested. I have visited most of the schools in operation; in some I find a decided interest taken in education; the teachers diligent and orderly; the

Trustees attentive, and the children evincing a marked progress in their studies. In others, however, I find much dissatisfaction, and a want of proper unanimity prevailing, which are the greatest obstacles in the way of intellectual improvement where they exist. I have traced these, in not a few instances, to the want of a proper knowledge of the relative duties of parents, trustees and teachers, which soon cease when those duties are fairly and clearly understood by being placed before them in a proper light. Your well arranged and admirable circulars addressed to the several parties concerned in carrying out the School Act—explanatory of its several provisions—have had a good effect towards allaying such contentions. This has been also one of the objects I have endeavoured to accomplish in my lectures, and I trust with some degree of success. In many places I have had large meetings, and much satisfaction expressed at the introduction of that provision in the Act, which renders it imperative on the Superintendent thus to meet the inhabitants of every section, and address, and confer with them on school matters. Parents are by this means aroused to a sense of their responsibilities; the Trustees to a more diligent and faithful performance of their duties; and the teacher, thus more strictly scrutinized, enters with more energy into his work. The several Municipalities, therefore, cannot insist too strongly on this duty being faithfully discharged by every local Superintendent; as on their competency, and zeal in doing so much, very much of the success of education in every township depends. It occupies a prominent place in the Act, and is strenuously, and properly too, insisted on by yourself. I may also add, that another means of advancing the interests of education will be found to arise from the County Board of Public Instruction, composed as it is of the local Superintendents. On their competency and moral character, will the qualification of teachers depend. Under the judicious exercise of the duties conferred upon them, as the guardians of the rising generation, the schools will no longer be filled by men, who both from incompetency and immoral habits, instil the worst principles into the minds of youth, and retard the progress of mental improvement in every section where such a teacher is employed. Admitting none but men of attainments, and good, steady, moral habits, the profession of school-teaching, hitherto looked down upon and despised, will be elevated in public estimation; the teacher receiving a proper remuneration for his services, will take a pride and a pleasure in imparting a sound practical education to the youth under his charge, and this Colony will thus I hope ere long compare favourably with the neighbouring Republic, in the full development of the moral and intellectual condition of its people. Though I am sanguine as to the day not being far distant when such pleasing anticipations will be realized, yet I cannot conceal from myself the fact, that in thinly populated sections of the country, such as ours, much difficulty and many obstacles will encompass the efforts of a County Board to introduce into all the schools qualified teachers. The system of cheap teaching having taken so firm a hold of the public mind, and the almost impossibility of demonstrating to its understanding the evil consequences resulting from such a system, will necessarily render the progress of any Board slow towards the accomplishment of so desirable an end. Prejudice cannot be uprooted at once, especially when a false idea of economy has contributed to its growth; neither can the incompetent be wholly rejected till there is a certainty of filling their places by a better class. These are serious impediments, with which the Board of Public Instruction for this County has now to contend in its anxious endeavours to render, in accordance with the letter and spirit of the new Act, the machinery of Common School education, fully effectual to the moral and intellectual improvment of the rising generation. The majority of our teachers are notoriously deficient in all the essentials of their profession, and though many have been engaged in the occupation of teaching for years, yet they proved themselves incapable of answering the simple questions embraced in a third class qualification. Repeated solicitations have notwithstanding been

laid before the Board, to grant them certificates, because their services can be procured at a cheap rate, without any consideration whatever as to the benefits they are calculated to confer on the youth under their charge. The Board has had therefore to exercise much caution and discrimination in this matter; keeping in view the necessity of meeting the current of public feeling firmly, yet gently; and fearing on the other hand, lest too sweeping a rejection, though justified by the mighty interests involved, might have an effect contrary to the one intended; that the schools would have to be closed from the impossibility of procuring a sufficient number of qualified teachers; besides the reluctance manifested on the part of the people to pay them a proper remuneration; it licensed many for three and six months, with the request to present themselves at the end of that time, and if found better qualified, their certificates would be extended over the balance of the year. Such teachers seeing the absolute necessity for self-improvement, in fact that it will be indispensable to their continuance in the office, will thus be stimulated to increased industry, and will endeavour more earnestly to exhibit in their schools that organization and discipline necessary to instruction, as a guarantee of their future usefulness. Many sections which last year paid from £40 to £50 to their teachers, are now offering £60 and cannot even procure a supply at that. I am exceedingly desirous of obtaining a few good teachers, trained in the Normal School, to fill the vacancies created in the several townships under my superintendence. I am fully impressed with the belief that the Normal system is decidedly superior to any method of teaching which has ever been introduced either into this or any other country, and therefore ought to be extended into every corner of the Province. It has been introduced in only a very few school sections in this County, and in these, its perfect adaptation to the initiation of the youthful mind in the several branches of a Common School education is at once clear and indisputable. By establishing a Teachers' Institute where they could meet together and confer on educational matters; discuss the most approved methods of teaching and of school discipline, with that adopted in the Normal Schools, much good might be effected; while all could be initiated in the method pursued in that excellent institution, and thereby enabled to practice it in their respective schools. The privilege contained in the 7th and 9th clauses of the 12th section of the present Act, granted to the freeholders and householders of every school section of levying a rate on all rateable property for the maintainance of their schools, has been very generally adopted in this locality for the current year, and as an evidence of its salutary effects, and the impulse it is about giving to education, inconceivably greater than it has ever received, I may instance the astonishing fact, that schools which reported an average attendance of from fifteen to twenty pupils during the last year, are now literally crowded. Such a gratifying result is a triumphant vindication of the superiority of the compulsory over the voluntary system of school establishment and maintenance. It forms in fact a new era in the educational history of our country, and while the present and future generations will gaze with wonder and admiration on its glorious effects they will pay a heart-felt tribute of gratitude to the wisdom that conceived, and the power that ordained so mighty a means in awaking the energies of a people to the support of a cause whose claims, both individually and nationally, have never yet received a just appreciation. It met in some places with a determined opposition, especially from those who had no children to send, and whose illiberality and selfishness blinded them to the pressing wants of others, less prosperous, but fully sensible of the mighty obligations under which they are placed, of contributing out of their slender means, to the moral and intellectual elevation of their offspring. The voice of the majority has, however, prevailed, in many places, over the illiberality of the few, by nobly declaring in favour of Free Schools, as best adapted to the now general diffusion of sound and practical knowledge. If the experience of the present fully demonstrates, as I am

persuaded it does, their success in forwarding that object, opposition will soon cease, and a cordial co-operation and unanimity will sustain them for the future. I trust, therefore, at whatever time it may seem necessary to alter any of the provisions of the School Bill, that clause will be allowed to remain, or if modified, it will be to render it *imperative* on all sections to support their teachers by a rate on the property of every freeholder, thereby throwing open the door of education to the children of the poor as well as of the rich. In reference to the text-books used in the schools, you will perceive that the National Series has almost superseded the use of any other. The first five of the series are introduced into every school, and the pupils classified accordingly. Teachers have repeatedly expressed to me the difficulty under which they laboured in adopting the simultaneous method of instruction, so long as each scholar was allowed to use a different book, and that they were compelled from necessity to have recourse to the tedious and slow process of individual teaching. The efforts of the Board have now almost remedied this evil, by allowing no other books than those selected from the list, authorized and published by the Council of Public Instruction. In conclusion, Sir, permit me to add my humble but sincere acknowledgments for the many valuable services you have rendered in promoting the educational interests of our Common Country. If on comparing the activity now awakened, the exertions employed, and the liberality displayed, to bring this vitally important subject home to the door of every hut and cottage, with the apathy which brooded over it in years gone by; if we can congratulate ourselves on a change so glorious in its results, so pregnant with the present and future welfare of our fellow-beings, let us not forget, Sir, that we are mainly indebted for it to your unwearied assiduity in the discharge of those official duties for which your experience and talents so peculiarly fit you."

John Unsworth, Esq., Howard: "With regard to education in this township, I consider the progress far from being such as could be wished. The attendance is small indeed, and in many sections a want of unanimity prevailing, for which in my humble opinion no remedy can be found, except in the general tax system, which is gaining ground, and will I hope in a few years be generally acted upon. There are at present only four schools in operation in this township; two of which are conducted upon the Free School principle, I am happy to say, and are crowded to overflowing. It has also been carried in another section, and moved in another, which I might term the Metropolitan School in this township, but was not carried."

COUNTY OF ESSEX.

Thomas Hawkins, Esq., M. D., Colchester: "This township was entirely organized into School Sections, by the Municipal Council of the township, in the early part of the year, and the negro school population, comprising 221 children, distributed into four sections, two of which have negro teachers; the remaining two are taught by white persons. These sections receive some assistance from some Abolition Society in the United States, in addition to what they receive from the local School Fund. On the whole the progress of the negro children is very creditable, and they evince generally a great desire to be educated. Their Reports are rather defective, but I have endeavoured to make them as perfect as possible. It is to be hoped the attendance will be better during 1851. If I might be permitted to suggest anything relating to the School Act, which in my opinion would be beneficial, it would be that the County Council divide their County into a certain number of Superintendencies, say three or four; and nominate one or more superintending to the Chief Superintendence, who should have the actual appointment of the local officers, to hold office during pleasure. By this means I conceive a more uniform system of education might be adopted; a properly qualified person

being selected for the office, who would devote more of his time and attention to the cause than he can or will do under the present system of *annual* appointments.

Jonathan Wigfield, Esq., Mersea: "In every School Section for the present year (1851), the Free School system has been adopted."

Francis Graham, Esq., Rochester: "Shortly after the commencement of the year there was much confusion in school affairs under the temporary and contingent school laws then in existence. Since the enactment of the new School Law, educational affairs have assumed a much more cheering aspect, and more particularly since the appearance of your 'Address to the Inhabitants of Upper Canada' on Free Schools. (See Appendix No. II. I can assure you that your labour has not been in vain. Never was an address received with more enthusiasm by any community than by the people of this township; and every parent's heart swells with gratitude to you for the able and eloquent manner in which you have advocated the principle of a cheap, universal, and sound education for the young, who, in a few years must rise up to fill our places. Solely from your address, and from the manner in which the subject is handled, Sections 1 and 2 have adopted the Free School system. Since these Free Schools were opened, children may be found in attendance from the remotest parts of the Sections. I have only to remark, that from the many local advantages possessed by our country, Upper Canada is destined to have wealth and prosperity. It is important that she should also have intelligence, virtue, and refinement, to direct her mighty energies to the noblest ends; as it is the moral more than the physical character of a people that raises them to a proud elevation amongst the nations of the earth. I therefore fondly hope that every true citizen and friend of knowledge will assist in the work so nobly begun; and be the means of bringing man to know the chief end for which he was created."

COUNTY OF LAMBTON.

Nial Eastman, Esq., Bosanquet: "The Free School tax levied last year worked admirably well. It had the effect of increasing the schools fully one-half, and it has been adopted again this year. Your writings, Sir, on the subject, have done a great deal to turn the minds of the people in this part in favour of Free Schools."

Charles Scarlet, Esq., Dawn: "The Free School system is almost unanimously approved of in this township, and will be adopted without doubt for the future."

The Reverend John Armour, Sarnia, &c.: "You will herewith receive the Annual Reports for the townships of Sarnia, Plympton and Warwick, of the County of Lambton. I would have forwarded them earlier, but it is very difficult in this new district of country to get suitable reports and information, to fill them up as they should be. I have, however, done my best to have them correct. You will perceive there is one School Section in Plympton, and another in Warwick, that have at their annual meeting determined on trying the Free School system. This is a beginning here, and I think this principle will be adopted speedily in all the schools. There are some who oppose the adoption of this principle, and these being generally wealthy, have influence to raise prejudice in other minds, so as to hinder other sections from its adoption. There is, doubtless, much want of the schoolmaster here Our Common School training, would require to embrace a system of Logic and Ethics, as well as Chemistry and Geometry. Men reason so illogically, and arrive at conclusions so inconclusively, that reasoning would need to be taught them, as a branch in our Common Schools. They are so deficient too, in the practical Divine rule, 'Do to others, as you would have them do to you.' That moral principle ought to be instilled much more systematically in juvenile society, in order to take hold on the mind and form the character. I rejoice at

the intellectual culture, and cultivation of morals, which is now being introduced into our national education. This is the life of a nation's prosperity and greatness. It is righteousness which exalteth a nation, but sin is a reproach to any people. Second Extract, 6th May: 'I have just returned from visiting several schools. I believe the present effort, if persevered in, will, in a short time, revolutionize our school system incalculably for the better. The people are becoming more generally alive to the great advantages of education. The teachers are more impressed with the necessity of improvement in their profession, and the schools in this neighbourhood are advancing in discipline, in management, and in thoroughness of teaching, and progress in learning. I have prepared a long lecture 'On the expediency and advantages of the Free School system,' and have delivered it in various sections under my charge; and the people almost universally are giving way to fair argument and plain reasoning. I purpose to make this my principal topic of discussion in lecturing this year; and I have sanguine hopes that there will be a great increase of Sectional Schools in this part of the country, which will adopt this principle next year.'"

CITIES.

CITY OF TORONTO.

Extracts from the Report of the Board of School Trustees, on the subject of Free Schools:
"It is admitted by all that the Civil Government may claim from the people the means of national defence, of regulating commerce, and of punishing crime; and that, above all things, it is imperatively required to endeavour to prevent crime, by establishing those moral safeguards of society, which a wise and wholesome system of public instruction pre-eminently affords. But, while it may claim jurisdiction over such interests, it has no moral right to claim jurisdiction over matters of religion or of conscience. It may impose a tax for general education, but it has no right to impose a tax to support any form of religious faith or worship. The civil ruler should doubtless be governed by moral and religious principles in all his civil duties; but religion, whether as to its support or regulation, comes not within the scope of his prerogative. Civil Government may enact laws in accordance with natural rights and the will of the people, but it has no right to impose a tax to be applied in whole or in part for the inculcation of sectarian dogmas, whether in public schools or in religious congregations. The great landmarks of duty are traced out in the authoritative command—'Render unto Cæsar the things which are Cæsar's, but unto God the things that are God's.'"

CITY OF HAMILTON.

C. O. Counsell, Esq., City Superintendent: "There are at present, including our Common Schools, 32 places of Education within the City Limits; the average daily attendance of scholars may be stated at 1209. Besides these, there are 10 Sabbath Schools, from which many of the poor receive almost their only instructions. When the census was taken, 1202 children between the ages of 5 and 16 were not at the time attending any Day School in this city, yet it should be borne in mind that the greater number of those who attend our Common Schools are between the ages of 7 and 12; that most of them, when they arrive at 14, are put to some useful employment; that a large number receive the

greater part of their education from Sabbath and Evening Schools—others are instructed at home by their parents—and, in many families, one part of the children goes to school in summer, and the other in winter—so it is evident few are without the opportunity of acquiring religious and useful knowledge. In the 6 Common Schools of this city, during my recent visit, 403 children were in actual attendance; when in December, 1849, on my visiting the same schools, only 297 were in attendance. This fact should be encouraging, as it plainly appears that, if under the present arrangement of our schools, where we can but very partially bring the *best system* of teaching into operation, and as regards a *better classification* of pupils, little or nothing can be done, where we have crowded and ill-ventilated rooms, and everything about them repelling and discouraging; and yet, under such adverse circumstances, we have obtained an increase in one year of 106 pupils to our Common Schools—speaks in a voice not to be mistaken—what may be accomplished under united action, with an *improved system of teaching*, combined with *proper accommodation*. There are 32 schools of all kinds within the city, six of which are Common Schools. Most of the teachers connected with the private and select schools, teach the same branches as are taught in our Common Schools. The teachers of one class of schools have to undergo an examination, according to a programme laid down by law; the teachers of the other class are not obliged to conform to such an *important* regulation. In examining the census, it will be seen there are two less of private schools in 1850 than in 1849. This, I think, indicates an increasing confidence in our Common Schools; and, with better accommodation and an improved system, that confidence will be so increased that there will be no lack of scholars to fill the new buildings which are now in contemplation. The average number of children attending the Grammar School, Burlington Ladies' Academy, and 24 others of various kinds and degrees, was 794 during the year ending the 31st of December, 1850. In our six Common Schools, the average number during the year amounts to 415, and the whole number who received instructions during the same time, or who were on the rolls in our Common Schools, amounts to 950. During the year, there have been 232 children instructed in the first four rules of Arithmetic; 202 in Compound Rules and Reduction; 173 in Proportion and above; 247 in Grammar; 310 in Geography; 57 in History; 663 in Writing; 14 in Book-keeping; 23 in Mensuration; 6 in Algebra; 34 in Geometry; and 74 in the elements of Natural Philosophy. In conclusion, I would wish respectfully to suggest, that, when proper accommodation for the children of this city is provided, and the best system of public instruction about to be introduced, the utmost prudence and judgment will be necessary to secure the best instruments in carrying out the design of such improvements, so that we may not merely have an increase of 106 within a year, but be enabled to present such inducements to the community as will prevail upon the parents and guardians of youth, generally, to encourage our Common Schools."

Extract from the Report of a Committee of the Board of School Trustees appointed to inquire into the expediency of erecting a Central School:—"The Committee appointed to visit London, Brantford, and Toronto, for the purpose of obtaining information respecting the system of education, and the style of the school houses adopted in these places,—Beg to Report:—That they considered that it would be their duty to obtain all information within their reach, which could in any way afford assistance to your Board in settling on an extensive and complete system of Common School education—such a system as would ensure a regular plan of gradation in the studies enforced, and lead the scholar gradually and regularly from the simplest rudiments of an English education to the portals of the Grammar School, whence, after passing through the usual course of classical and mathematical studies, he might pass on to the College, and thence to the University—the highest school afforded by the country.

They recollected, that, as the proper functions of a Common School are to prepare the student for the more elevated Seminaries of learning, it was of the utmost importance that these preliminary studies should be conducted on the best possible plan,—and this importance became even more serious when it was borne in mind that very many would cease their studies in the Common School and would be obliged to enter into life with such education alone as they had been able to secure in that institution. They recollected also, that, according to the Report of your Superintendent, there were about 2400 children in Hamilton within school age, and that the Common School Act imposed it as an imperative duty on the Board to provide the best system of Education for this number, having also a view to its future increase. They bore in mind, that, under the present system, there could be but about 300 of these 2400 children supplied with schooling, and that the appliances of Education for even this small number, are entirely insufficient and incomplete. They also reflected that in the six Ward Schools which compose the educational system of the city, the old modes of teaching are still adopted; and that the improved system of teaching, rather through the affections than through the fears of the scholar, and by combining amusement and relaxation with study, is still unknown for any practical purpose. They recollected besides, that, under the present system, it is utterly impossible to apply the important element of a division of labour, among a number of teachers—each one devoting his time to one or two distinct branches, and that the essential feature in a complete educational system, viz., a series of primary, intermediate, and High Schools, could not be secured under the existing management. Your Committee therefore proposed, in their examinations into the system adopted at London and Brantford, and at the Normal and Model Schools in Toronto, to make such inquiries as would enable them to suggest to your Board such alterations as would remove these very serious objections, and place the Common Schools of Hamilton on a footing of respectability and efficiency second to none in the country. They were strongly impressed with the conviction, that, until the *status* of these schools is raised—until the education afforded by them is superior to any supplied by private enterprize—until the best salaries are offered to secure the best teaching talent—until parents of the highest standing shall find it their interest to send their children to the Common School, without fear of injury to their habits, manners, or morals,—until all this is done, the proper and imperative duties of the Board of Trustees will be unperformed. Impressed with these views, and feeling the great importance of the objects of their mission, your Committee arranged their inquiries under the following heads:—*First.* What is the system adopted as regards the number and location of the school houses? *Second.* What is the system of teaching adopted? *Third.* How have these systems succeeded, and how far are they supported by popular opinion? *Fourth.* What amount of taxation has been imposed for Common School purposes? And *Lastly.* Would a union of the Grammar School with the Common Schools be expedient?" (After detailing their visits to the several places named, the report concludes)—"With regard to the union of a Grammar School with a Common, or Central School, your Committee were informed by the Deputy Superintendent for Upper Canada, that, although the Common School Act confers powers on the Common School Trustees to co-operate in such a manner, yet the Act which, among other more important matters, conferred a similar power on the Grammar School Trustees, did not pass; and that, until the measure is carried, no union can legally be effected. Your Committee beg to recommend, as the result of their inquiries, assisted by a reference to the system of education adopted in the best educated cities and towns of Great Britain and the United States, that a Central School be erected with as little delay as possible, on a plot of ground of not less than two acres, as near the centre of the city as circumstances will permit, which may provide for the accommodation of, at least, 1000 scholars.

Your Committee will here remark, that the cost to the public of each scholar, under our present Ward system, is from fifty to sixty shillings per year; while under the extensive and apparently expensive system of Boston, Providence, and other towns of the New England States, it does not exceed 27s. 6d.; and they are strongly inclined to think, that, even in a pecuniary point of view, a system of centralization, such as that proposed, would be far more advantageous than the Sectional system. Your Committee beg, in conclusion, to report that, on examining the architects' plans for the proposed Normal and Model Schools in Toronto, which are to cost £8790, they found that a great deal of pains have been expended on them, as well by the Architects as by the officers of the Education Department, assisted by the teachers of the Normal School, and by every experience within reach; and your Committee, being anxious to secure the advice and skill of the gentlemen who prepared them, requested them to sketch the plan of such a school house, to be laid before your Board. At a subsequent meeting of the Board of School Trustees, plans were submitted by the architects for a Central School, and adopted. The plan is chaste; and the building will have a fine appearance, although the strictest economy has been observed. The cost of the building, to accommodate 1,000 pupils, is estimated at £2,650."

CITY OF KINGSTON.

"The special Committee appointed to report on the character of the Common Schools and teachers throughout the city and its liberties; the expense of each school, number of scholars, &c., with such suggestions as may be deemed expedient for the more efficient and practical working of the schools, beg leave to submit the following report :—*Character of the Schools:* With regard to the character of the schools, a report on the subject after a laborious personal inspection of each, having already been laid before the Board and unanimously adopted, your Committee see no ground for dissenting from the opinion therein expressed. Our schools are obviously susceptible of much improvement, but your Committee indulge the hope that by the united diligence of the Board, the local Superintendent and teachers, the Common Schools of the city will be found to have undergone a material change for the better before the close of the present year. *Character of the Teachers:* Your Committee find occasion to remark, that of the seven male teachers employed in that capacity for several years, and recently examined before the County Board of Instruction, three only have succeeded in obtaining a first class certificate, while more than one, it has been stated, experienced some difficulty in reaching the second class. The female teachers with one exception, are said to be all of the third class. With such a staff of teachers in a large city to conduct the education of some thousands of children, many above the age of 15 years, it is not unfair to conclude, that our schools never can arrive at a high degree of perfection. Each individual teacher may be, and no doubt is very confident in his way, but beyond the limits of his acquirements, the progress of education so far as he is concerned, cannot extend. Children under his direction, may continue to move backward and forward over the same ground for a number of years; but they must finally retire from school in comparative ignorance of all but the elements of a very common education. For this great evil there seems to be but one remedy; but though impracticable just now, the subject is, nevertheless, strongly recommended for consideration, namely :—to reduce the number of Ward Schools and introduce one or two of a higher class, to which a selection of lads from the inferior schools might occasionally be transferred to pursue the more advanced branches of study, and by these means lay the groundwork of a better system. Meanwhile it becomes an imperative duty, to make the best possible use of the materials within our reach, and with this view, your Committee

take the liberty of urging the necessity of frequent visits by all the members of the Board, not only to the particular schools placed under their management, but to every school throughout the city. They will find such visits, judiciously conducted, to have a beneficial effect in their tendency to promote order, cleanliness, application and diligence among teachers and pupils. But your Committee must not disguise the well-founded opinion, that neither the zeal of the Board, the application of pupils, nor the diligence of the paid servants of the people can be of much value, unless we succeed in procuring suitable school accommodation. No one can teach, no child can learn, if exposed to a current of air from every side of a building, while the thermometer ranges from 20° to 25° below zero. In the crowded apartments, where children of all ages are packed in their seats as close as one's fingers, the case is no better. Sickness and disease and a total aversion to study, must, in such instances be expected as the natural results. A parent who cares for the health of his child, who has learned to value the inestimable blessing of 'a sound mind in a sound body,' will not send him to such a school, and hence, perhaps, in some measure the alleged fact, that hundreds of grown up children about Kingston never attend school. It is not necessary to inform the Board, that the above is an accurate description of some of our school houses; no doubt being entertained that each member has felt it an absolute duty to pass round the school and judge for himself. *Expense of each school:* The expense of the school has consisted of teachers' salaries, £50 to male teachers, and £30 to females without distinction, all being considered of the same class. Fuel has generally been supplied by the pupils, who, in addition, have paid a tuition fee of 15d. to 18d. per month, according to age. This fee went to the teachers, but the amount collected in any particular year cannot be ascertained, no proper account appearing to have been kept. The gross expenditure for 1850, exclusive of tuition fees, amounts to the sum of £618 18s. 6d. *Number of scholars:* This information cannot be obtained until all the schools are duly organized and supplied with proper registers, one of which, also a Visitor's book for each school, is recommended to be procured as soon as possible. *Duties of teac ers:* The Board of Trustees being required by law to determine the duties of teachers employed by them, your Committee beg leave to observe that these duties are clearly defined in the 'general regulations for the organization, government and discipline of Common Schools in Upper Canada,' to be found in the July number of the 'Journal of Education' for 1850, and it is recommended that each teacher be required to copy the same in the register or visitor's book. It is proper, however, to insert in this place, the following extracts relative to the hours of daily teaching, vacations and holidays, subjects upon which serious complaints have recently been addressed to the Board: '1st. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless a less number of hours for daily teaching may be determined upon at the option of the Trustees.' '2nd. Every alternate Saturday to be a holiday in each school.' '3rd. There shall be three vacations during each year; the first—eight days at Easter; the second—the first two weeks in August; the third—eight days at Christmas.' '4th. All agreements between teachers and Trustees, shall be subject to the foregoing regulations, and no teacher shall be deprived of any part of his salary, on account of observing allowed holidays and vacations.' Your Committee recommend the hours of teaching each day to be from 9 A.M. to 4 P.M. in summer, and from 9½ to 3 in the winter, one hour being allowed for dinner and recreation, and that a half-holiday be granted every Saturday. No teacher to close his school upon any other occasion, except in case of sickness, without special permission from the Board. In the definition of the 'duties of teachers,' already quoted, they are strictly and properly enjoined to treat their pupils with kindness, combined with firmness, to aim at governing them by their affection and reason, rather than by harshness and severity, which excellent measures, if duly carried out

will obviate, except in rare instances, the unpleasant necessity of resorting to corporal punishment—but although this very ancient, yet very objectionable mode of maintaining discipline in schools, cannot safely be abolished in all its forms, teachers who are desirous of sustaining the good opinion of this Board, are recommended to exercise a great discrimination, and upon all occasions to be very sparing in the use of the lash: cow-hides and such like instruments of correction, fit only for the enforcing order among criminals in a penitentiary or a jail, should forthwith disappear from every well-conducted school through the city, and if schools are not well-conducted, it were far more profitable to have no schools at all. A teacher who makes use of an instrument for correcting another man's child, which he would scruple to employ in chastising his own, is not fit to be a teacher, and a Board of Trustees continuing the services of such a person, commits a grave dereliction of its duty. Shouting at children like a fury, beating them about the head, pulling their ears, or cutting them with a cow-hide, is not the way to instruct them. If boys are mischievous or vicious, or habitually indolent as some boys will be, they deserve moderate punishment, as an act of duty to them and their parents; but to chastise with a cow-hide a poor little child for the mere omission of not getting off a task, when a few minutes detention on dismissing the school would answer the purpose far better, indicates not only a want of judgment and discretion, but a harsh and cruel disposition, utterly inconsistent with the character of a good teacher. Your Committee recommend this important subject to the serious attention of the Board. *Duties of the Local Superintendent:* In prescribing the duties of the local Superintendent, your Committee suggest that in addition to any further obligation which the law may require, he shall be required to visit all the schools once a month, and pass half an hour at least in each school, at each visit noting the same in the visitors' book;—to see that this book as well as the register are kept in such order as will enable the Board to compile from them the annual report for the chief Superintendent;—to deliver public lectures as the law directs, and prepare copies thereof to be laid before the Board for publication at its discretion;—to attend the quarterly examinations, and report on such occasions to the Board, in writing, the comparative progress of the several schools placed under his superintendence. *School Houses:* It is recommended that a Committee be named with instructions, to report as to the possibility of obtaining by purchase, a piece of ground to serve as a school site, and to furnish an estimate of the cost of erecting thereon a brick building of sufficient extent to contain all the scholars in the city. With every desire to keep taxation for school purposes, and for all other purposes, within the narrowest possible limits, your Committee submit that our schools never can attain a high character, no matter what the qualification of teachers may be, until we are provided with proper buildings where masters can teach and children learn without danger of suffocation, or being frozen to death. Such buildings, it is easy to understand, except very small buildings, can seldom be procured in a city, and this being absolutely the case in Kingston, no alternative remains, but to proceed at once, if possible, in the manner suggested. One school house each year or one every two years is all that is recommended—the cost of such an undertaking would scarcely be felt—indeed it is believed that a large portion thereof could be obtained by private subscriptions."

TOWNS.

TOWN OF BELLEVILLE.

"The Board of School Trustees of Belleville have applied to the Town Council, for a tax of £1,600, to be levied for the purpose of building two Common School houses."

TOWN OF BRANTFORD.

Extract from the report of the Committee of the Hamilton Board of Trustees, appointed to visit London, Brantford, and Toronto;—"Your Committee first visited Brantford, which enjoys the enviable reputation of possessing one of the best (if not the best) Common Schools in the Province. Until the erection of this building, the system of Ward Schools prevailed, and when it was determined to build, it became a stoutly contested question, whether good Ward Schools should be erected, or whether they should all be merged in one large School for the whole Town. After much discussion, and after conferences with the officers of the Education Department it was resolved to adopt the latter plan. The Board were impelled to the decision chiefly, by the weighty consideration, that the most important elements in an educational system,—a regular plan of gradation in teaching,—and a division of labour among the teachers, could not possibly be introduced into the system of Sectional Schools in so small a town. The securing these was of the gravest consequence, and the most pressing objection to the plan of a Central School was, that its locality would prove inconvenient to the younger scholars, who would not be able to travel from one extremity of the town to the other, particularly during the winter season. This objection is one which immediately occurs to the mind of a person not well acquainted with the practical working of large and well-conducted schools, and your Committee must confess that they were at one time much disposed to consider it as one of great weight; but, after learning the actual working of such schools in Brantford, London, and Toronto, and on consulting the unanimous testimonies of experienced teachers, as recorded in various educational reports and journals, they have arrived at quite a different conclusion. The enquiries of your Committee on this point were specially directed to the effect which the Brantford School has had in absorbing the attendance of scholars from distant schools and localities, and they wish to place the result of these enquiries emphatically before your Board. They were very frankly told by the Chairman of the Board that he was one of those who objected to the merging of the Ward Schools into one Central School, and that he strongly urged the objection just noted. He was, however overruled, and he is now happy to find that his fears were groundless, *as it has been ascertained that those scholars who live in the remoter quarters of the town, are as a general rule, the most punctual in their attendance.* This was ascribed to the fact, that by providing superior accommodations, superior teachers, and a superior system of teaching, the *status* of the School had been so elevated, that no judicious parent would permit his child to lose all the advantages of a very superior school, merely because he had to walk an additional half-mile to reach it. The effect of raising the *status* of the Common Schools in Brantford, has been strikingly exhibited by the fact that children of all grades of society are here found pursuing the same studies in the same classes, and that these have been drawn, in some instances, from a distance of many miles, attracted by the very superior character of the teachers employed, and of the system adopted. The gentleman above named, though at one time holding different views on this point, was now unanimously of opinion that no Ward School could exist in Brantford,

within the powerful influence of the Central School. The Central School was built last year. It is a large and handsome edifice of brick, built in the Roman style, having a frontage of 58 feet, and 48 feet deep. It stands quite on the outskirts, to the north of the town, about a mile from the opposite extremity, nearly in the centre of a plot of ground of about 3 acres, was sold to the Trustees by the Government, at the nominal price of £60. It has already cost £800, and it is estimated that it will require £200 more to complete it in some minor details, and in fencing, laying out, and planting with ornamental trees and shrubbery the ground attached. There are two entrances,—one for the boys, another for the girls. There are three rooms in the first story devoted to the males,—one large one, 50 × 33 feet, and two galleries or recitation rooms, 10 × 15 feet each. The second story is devoted to the females and smaller boys, and consists of two rooms with desks, respectively 32 × 32 feet, and 23 × 32 feet, and two galleries, each 11 × 15 feet. These afford accommodation for 500 scholars, and there are now in attendance 300—200 boys and 100 girls. The entrance halls are well supplied with conveniences, for the orderly disposition of the out-door garments of the scholars, effectually preventing confusion among even such a number. The seating is extremely commodious, and differs entirely from the ordinary desks and benches. The seats hold but two children each, and are so arranged that there is no confusion produced in leaving or returning to them. Your Committee were much pleased to find that great attention had been paid to ventilation, there being proper openings in the walls into flues leading to the cupola. The building is equally and comfortably warmed, by a hot air furnace. There are two yards, or play-grounds, one for the boys, the other for the girls, provided with suitable out-buildings. These are perfectly distinct, and no mingling of sexes is permitted in the sports of the children. The staff of the School consists of a head-master, an assistant, and a female teacher, but the monitorial system is necessarily adopted to some extent. The system of teaching is that adopted in the Model School at Toronto, and differs in the most important particulars from that used in our Ward Schools. Your Committee cannot speak too highly of the system of education, and so far as they have been able to ascertain, the public feeling, as regards the centralization of the Schools, has undergone a very material change."

TOWN OF BROCKVILLE.

"The Board of School Trustees beg leave to report that the school houses are in such a condition as to be extremely prejudicial, both to the progress of education, and the health of the children and teachers. It therefore becomes a matter of the first importance that suitable accommodation be provided; and in furtherance of this object, they would recommend that the inhabitants of the town take such steps as may be necessary for securing a proper piece of ground on which to erect a building capable of containing the children attending the schools now in operation under one roof. The number of children who have attended the Common Schools of the town for the past year, is 512, being 278 under the number computed to be in the town, between the ages of five and sixteen years. The Trustees would here remark, that although the returns shew the return of 512 upon the teachers' rolls for the year, yet the actual number who have attended school regularly throughout the year is much below that number, being only 233, a circumstance which the Trustees believe would not have to be noted so particularly if the town possessed comfortable school-houses. At the annual meeting held in January, 1851, it was decided to erect a superior class of school houses, and also to support the schools upon the Free School principle. The Town Council, at the request of the Trustees, have appropriated £920 for the purchase of a site and the erection of a school house. The following are the rules and regulations which have been

adopted by the Board of School Trustees for the government of the Public Schools of the town:—1. Pupils must attend school punctually at nine o'clock, A. M., and at one o'clock, P. M., or bring from their parents or guardians to the teacher a satisfactory excuse. The hours of closing school are twelve, A. M., and four P. M. 2. Any pupil who may be absent from school one or more days must produce to the teacher, from his parents or guardians, a sufficient reason. 3. Teachers are recommended to open and close their school for the day with a short and appropriate prayer. 4. Children will be required to confine themselves to such seats as the teacher may select, nor shall they change them without permission from the teacher. 5. There must be every attention paid by the pupils to their cleanliness of person and neatness of attire. A broom must be provided, and each boy will be expected to take his turn in sweeping the school-room. The room to be swept every evening after the school is dismissed. 6. Pupils are strictly forbidden to fetch apples, nuts, or sweetmeats to school, and will not be permitted to eat or chew anything during the hours of recitation. 7. Pupils will not be at liberty to leave their seats, talk, or whisper with their fellow-pupils, or make any noise in school hours, without express permission from the teacher. 8. A recess, not exceeding ten minutes, shall be given to the girls, and the same afterwards to the boys, both in the forenoon and afternoon session of the school. No pupil shall be allowed out of doors at any other time than the recess, unless in case of actual necessity, when he will forfeit his right to go out at the next recess. 9. Pupils will not be permitted to take a drink at any other time than on coming into or going out of the school-room. 10. Children will be expected to make as little noise as possible in entering or returning from the room, and in taking their places in any of their classes. 11. In going out of the school-room the following order shall be observed: The girls shall retire first; those of the *first* class first in order, the *second* next, and so on until all have retired; then the boys shall follow in the same order. 12. Habitual inattention to studies, or a neglect to obey any reasonable demand of the teacher, will be regarded as an offence against the government of the school. 13. Quarrelling, fighting, lying, pilfering, profane swearing, obscene language, or an insult offered to any party connected with the school or otherwise, shall subject the pupil guilty of such offence to such discipline as the teacher may see fit to administer, if not inconsistent with restrictions hereinafter named. 14. Pupils are strictly forbidden to write or scribble on any book used in the school, or to deface or injure books, or to cut, write on, or otherwise injure desks or other school furniture. 15. Pupils are expected to return directly home after the school is dismissed, and will be amenable to the teacher for their conduct on the way to and from school. 16, Teachers are expected to govern their pupils, so far as practicable, by moral means, appealing to the noblest principles of their nature, inculcating sound precepts, and labouring to teach them to respect themselves as a community. 17. Corporal punishment shall not be resorted to until after all less severe measures have failed. Nevertheless, some penalty must be attached by the teacher to the violation of each of the above rules. 18. Teachers will use their best endeavours to have the children prepare the principal part of their lessons at home. 19. The teacher may suspend from the school, for a period not exceeding one week, any child who has repeatedly violated the rules of the school, and on whom the best influences of the teacher have been lost. Provided that the third suspension shall be followed by a final expulsion on a repetition of the offence. Provided also that the parents or guardians of any such child shall have the right of an appeal to the Board of Trustees, and their decision shall be final. And it shall be the duty of the teacher forthwith to notify parents or guardians of the suspension or expulsion of any of their children. 20. No child shall be received into school after any suspension without making a suitable acknowledgment of his offence in the presence of the teacher and the other pupils of the school. 21. No child shall be received into one public

school while under sentence of suspension or expulsion from another; and to give effect to this rule, any teacher to whom a child from another school shall make application for admission into his school, must satisfy himself of the child's standing before he receives him. 22. A copy of these regulations shall be posted in a conspicuous part of the school-room, and it shall be the duty of the teacher to read and explain them to his pupils until they thoroughly understand them."

TOWN OF BYTOWN.

Report of the Board of School Trustees of the Town of Bytown for 1850: "The School Trustees, in entering upon the duties of their office, had to labour under considerable disadvantage. In the year 1849, the town had very nearly sufficient funds placed to the credit of that Board to discharge its liabilities; but owing to the disallowance of the Act then incorporating Bytown, the money could not be obtained. Upon the town becoming incorporated by the Municipal Act, it was naturally presumed that there would be no difficulty in drawing for the money as required. The Board of Trustees, immediately after its organization, gave orders, as empowered by the 24th sec., clause 5th, of 13th and 14th Vict., cap. 48, upon the Treasurer, in favour of the respective claims against it, which orders were presented, and payment refused. From this the Board had anticipated a serious difference with the Town Council, but happily that difference was brought to an amicable termination by the Council instructing its Treasurer to pay over the school moneys in his hands upon the orders of the Board. After having discharged the liabilities of the Board, the next step was to provide means to carry on the schools of the town. In view of this, the Board laid an estimate before the Town Council. Small as the tax was, many of the inhabitants have paid it with reluctance. The cause may be ascribed to the fact that the town had lately been heavily assessed for county purposes. Another tax, however moderate, following thereafter, was quite likely to create discontent. Another grave reason was, that 'they already paid for their childrens' instruction, and did not see any justice in paying for that of others.' Were such an opinion entertained by many, the education of the poorer classes would progress slowly indeed. We are, however, sanguine as to the ultimate success of the School Act; for as it becomes more fully known, there will be less dissatisfaction in complying with its provisions. Having thus touched upon the financial affairs of the Board, the next subjects to be considered are the teachers,—their salaries, pupils, and system of teaching, &c. The Board employs seven male teachers and four female teachers, who have all been paid up to October last; since then, they have, without exception, been allowed 2s. 6d. for each pupil sent them by the Board, which sum gives an average salary per year of about £30. The number of pupils taught amounts to 124 males and 79 females. The attendance of the children has been of more than average goodness. Their progress has been equally satisfactory. The books in use are principally the National School series. The system of teaching has been hitherto the old one of classes, which, in course of time, will, no doubt, be ameliorated. The most prominent question under consideration of the Board was, 'Shall we have Free Schools or not?' Although this Board has done nothing further than discuss the question, from the fact of the short tenure of office of three of its members; yet they cannot separate without recommending it to the Board of Trustees for 1851, as the only effectual system of Common School education, and one calculated to afford satisfaction to all classes. The Board has applied for a free grant of school sites, to the respective officers of Her Majesty's Ordnance here, with an encouraging prospect of success. There are other more eligible sites for schools than the Ordnance

property; but the very high prices demanded preclude the purchase of them at present. The expense of Common School education in Bytown must always be much heavier than elsewhere in Western Canada, on account of the large number of French Canadians, who are entitled to the same privilege of having teachers of their own language as their fellow-citizens of British origin. The thanks of the Board are due to the Education Office for the kind and prompt attention of its officials."

Alexander Workman, the Town Superintendent, adds:—"The Trustees intend to build two large Central School Houses, so soon as they can command the means. At present our Municipal finances do not warrant so great an undertaking, or they would proceed with the buildings forthwith. No doubt they will ere long accomplish their object, as no institution is better calculated to raise and improve the condition of the population of any country than the Common School system. Although I have been, I may say, only a few months Superintendent of Schools for Bytown, to my own knowledge several, who, I may say, were gathered off the streets, can now both read and write. Their teachers give a good account of their conduct in school, and deportment out of it. These children may be almost said to be new creatures."

TOWN OF COBOURG.

John Beatty, Jr., Esq., M. D., Secretary to the Board of School Trustees, remarks: "Our Common School system for Cobourg, requires a fundamental reorganization. I hope this year will witness the commencement of such a movement."

TOWN OF DUNDAS.

Report of the Board of School Trustees, of the Town of Dundas:—"The present Board of School Trustees having been elected and organized only on the 3rd of September last, consider that it will not be necessary to present a long report on the progress and state of the Public School. The Board, as soon as practicable, after its organization, took measures to get the necessary arrangements perfected, in order to get the school into operation, which was accomplished by the 1st of October, at which time the school was commenced, and at the end of the first week, 67 scholars were in attendance. Since which time, there has been a constant increase, averaging thirteen a week, so that the school at the close of the first quarter, which was completed on the 24th ultimo, numbered 208. From the rapid and large influx of new scholars, it was only reasonable to suppose that only a small degree of advancement in learning and discipline would be attained; but those of the Trustees and visitors who attended the quarterly examination the day before Christmas-day, were very agreeably surprised and entertained by the evident progress both in scholarship and order which had been made. To speak particularly of all the branches in which the scholars were examined, would be to extend this Report beyond proper bounds; it may, however, be remarked, that, from the children in their first lessons to the scholars furthest advanced, a very marked improvement of school-training was manifested. While the rapid increase of scholars was gratifying to the Board, manifesting, as it did, the confidence of the inhabitants in the management of the school, it had at the same time the effect of preventing the head-teacher from turning his attention to the establishment of classes in the highest branches, (which were contemplated,) it being thought more desirable to get into proper working order the more necessary and substantial ones. It is, however, still in contemplation to commence, at the earliest possible time, the formation of classes in which will be taught Algebra, Men-

suration, Latin, Astronomy, &c., when the apparatus now in possession of the school for teaching the last-mentioned science, together with the higher lessons in Geography, will be brought into use.. Another necessary consequence of the large increase of scholars, was the unavoidable expense of more school furniture. In conclusion, the Board would express their conviction that if the inhabitants, generally, will manifest a disposition to countenance and support the public school, and be reasonable in their expectations of what is to be accomplished, it may, and undoubtedly will become the means of imparting to all classes the rudiments, at least, of a sound, substantial, and liberal education, and thus become a blessing to the whole community."

TOWN OF LONDON.

Extract from the Report of the Committee of the Hamilton Board of School Trustees appointed to visit the Town of London:—"Your Committee visited the Union School, London. They were very politely waited on by the Mayor, and members of the Board of Trustees, who accompanied them to the school, and kindly afforded every information in their power. It is, as regards size and architectural beauty, by far the finest school house in the Province. It is a large, two-story edifice, in the Elizabethan style, built of light-coloured brick, having a frontage of 133 feet, composed of a centre of 68 feet, and two ends of 32 feet 6 inches each; the depth of the centre portion is 30 feet; that of the ends, 49 feet each. It, like the Brantford schools, stands in the outskirts of the town, more than a mile from the opposite limits. It is placed nearly in the centre of a plot of five acres, presented to the Trustees by the Government. It is arranged with accommodations for 800 scholars, and there are already in attendance about 500. The building affords six school-rooms, three in each story, all the same size, 47 by 30 feet. There are two front entrances, one for boys, another for girls, and the entrance-halls are furnished with suitable conveniences, for the orderly arrangement of the out-door garments of the children. The Lancasterian mode of seating has been adopted, but it is the intention of the Trustees to introduce the improved plan of having separate desks and seats for each two scholars. The rooms are well provided with maps, Holbrook's instruments, black-boards, coloured drawings, illustrations of Natural History, and a great variety of illustrated lessons for the younger children. Each of the six rooms is supplied with a large stove, but the Board have determined to abandon the use of the stove-heat, which is found objectionable in various ways, and introduce a hot air-furnace. An efficient mode of ventilation has been adopted. The Trustees intend, so soon as their means will permit, to enclose the whole five acres by a neat and substantial fence six feet high, and to divide the grounds into two yards, one for boys, the other for girls, with suitable out-buildings, shade-trees, and shrubbery. The system adopted, as regards the number and location of the schoolhouses, is precisely the same as that of Brantford. *One large Central School, called the Union School, has been established, to the entire exclusion of Sectional or Ward Schools.* The plan very naturally met with local opposition, and as in Brantford, it was strongly insisted that it would be seriously inconvenient to the younger children to attend a school placed in an outskirt of a town, covering so great a space as London. It was urged that children would not, in fact could not, walk the required distance, particularly in bad weather; and the result would be, that, on the one hand, the school would be poorly attended, —while, on the other, the convenience of Ward Schools would be taken away. The Trustees, however, very fortunately determined to believe that the universal experience of well-educated towns, both in Great Britain and the United States, would be similar in London, and the plan of a Central School, without any Ward Schools, was carried. The system of

teaching is the same as that adopted in Brantford, and in the Model School, Toronto; though, from not possessing a sufficiently large staff of teachers, the monitorial system is resorted to. The staff consists of the head master; an assistant, for the boys; and three teachers in the female department. The London school has been built in the face of a very strong opposition. Your Committee were informed, that, very unfortunately, it became partly a political question; and, when they learned that it had been exposed to the turmoils of political contests, they were prepared to hear that its efficiency had been impaired. This division forebodes disastrous consequences, since it may require years to allay the feeling engendered; and, so long as dissension affects so tender a subject as that of popular education, its progress must be seriously retarded. Your Committee were, however, happy to find that the opposition had been, not to the centralization of the schools, but to the project of making the Union School a Free School; and, so far as the abandonment of the sectional system is concerned, your Committee were informed that it met with general approbation; they heard no complaints that the distance was too great for the younger scholars, but, on the contrary, they were distinctly told by the Mayor, by the Chairman of the Board of Trustees, and by the teachers, that *the attendance of those scholars who resided at a distance, was more regular than that of those who lived near the school.*"

TOWN OF PETERBORO.'

The Reverend J. B. Howard, Chairman of the Board of School Trustees, remarks: "There are in the town, (besides the two Common Schools reported) three private Female Schools, in which instruction in the elementary and higher branches of female education is imparted; also one private Male School, and the County Grammar School, in which the Classics, and the higher Mathematics are taught. A copy of the 'Journal of Education,' is sent to every School in this County, for the benefit of the Trustees and teacher, by order of the County Council.

TOWN OF PORT HOPE.

Common Schools. Annual Report of the Board of Trustees, of Common Schools, in the Town of Port Hope, for the year 1850. "Fellow Townsmen, we deem it no less a moral than a legal obligation to submit to your consideration a Report of our proceedings for the time we have been in office. The office to which you elected us, is one of the highest order and involving the weightiest responsibilities. You appointed us the Directors and Guardians of the moral and intellectual training of the rising generation attending the Public Schools in this Town, and it became us to discharge our duties assiduously, faithfully and efficiently. It is the duty of every citizen, but especially of those to whom the important functions of managing the Common Schools are intrusted, to do everything to advance the educational interests of our youthful population. The character of the parent, of the citizen, of the man, depends, in a great measure, on the training and instruction with which he is privileged in childhood and youth. If we would fit our children for acting well their part in all the relations of life, if we would raise society in the scale of moral and intellectual being, we must educate them, and educate them in the noblest and fullest sense of the term. It cannot be expected, when it is considered that we have only been in office since the new School Act became law, that we could have accomplished much; but, we trust, we have done what we could. We have paid considerable attention to the state of the schools, examined them publicly, and awarded premiums to the most deserving pupils, to stimulate to good conduct, diligence, and exertion. With all our intelligent fellow-townsmen, we have hitherto con-

sidered it disgraceful to the town that it possesses not one school house, not one building for educational purposes; and that the most of those occupied as schoolhouses are fitter to be used as sheds or stables for the lower animals, than as seminaries for the cultivation of the taste, the manners, and the mind of intelligent and rational beings; while at the same time the town has *now* to pay twenty-two pounds per annum of rent for these houses. We have passed a resolution that two good schoolhouses, each 33 feet by 40 feet, shall be erected, the one at the east and the other at the west end of the town, for primary schools. Two building Committees have been appointed to prepare estimates. The branches of instruction to be taught in these schools have not yet been decided on. We have also been considering to have a Higher School in connection with a Grammar School, if a proper and central site can be procured at a moderate price. But all we have done in this has been to make enquiries concerning a site. The cost and support of the Higher School would not fall wholly on the town, as aid towards the erection of a Grammar School, and towards the master's salary, can be obtained from Government. In this Higher School, the youth would be fitted for any common sphere in society, or to enter on a collegiate course of instruction for the learned professions. We trust, with your cordial co-operation, to be able to execute and carry these plans into operation. Let us have ground to hope, fellow-townsmen, that the time is not far distant when the permanent glory of our rising town, next to true religion, will be our educational establishments, and the moral and intellectual excellence of our sons and daughters."

VILLAGE OF PARIS.

The Reverend David Caw, Village Superintendent, remarks: "Our schools will be conducted on the Free School system next year; a great majority of the rate-payers approve of that plan. The diffusion of knowledge respecting education, the powers with which Trustees are invested by the last School Bill, or Act, and other concurring causes, will give a new and powerful impulse to education in Canada. I conclude with the earnest desire that you may be long spared to be the *primum mobile* of the educational system in Canada, and that you may have the high honour of bringing that system nearer to perfection than those who have laboured before you."

(No other general remarks were appended to the Township, City, Town, or Village Statistical School Reports for the year 1850, transmitted to the Education Office.)

II.—Annual Addresses To the People of Upper Canada, by the Chief Superintendent of Schools.

No. 1. On the System of Free Schools.
No. 2. Encouragement to Persevere in the cause of Common School Education.
No. 3. Permanency and Prospects of the System of Common Schools in Upper Canada.

No. 1.—ON THE SYSTEM OF FREE SCHOOLS.

I beg to invite the attention of the Public Press, of District Councillors and School Trustees, of Clergy and Magistrates, and of all persons anxious for the education of our Canadian Youth, to the principle on which the expense of promoting that object should be defrayed. The School Law authorises two methods, in addition to that of voluntary contribution; the method of rate-bill on parents sending children to school, and the method of assessment on the property of all,—thus securing to the children of all equal access to school instruction. The discretionary power of adopting either method, is placed by law—where I think it ought to be placed—in the hands of the people themselves in each Municipality. My present object is, simply to submit to your consideration the principal reasons which induce me to think that one of these methods is better than the other, in order to secure to your children the advantages of a good education. The method which I believe you will find most efficient, has been thus defined :—" A tax upon the property of all, by the majority, for the education of all."

1. My first reason for commending this as the best method of providing for the education of your children is, that the people who have been educated under it for two hundred years, are distinguished for personal independence, general intelligence, great industry, economy and prosperity, and a wide diffusion of the comforts and enjoyments of domestic life. The truth of this remark in reference to the character and condition of the people of the New England States, will, I presume, be disputed by none. If their system of civil government be thought less favourable to the cultivation and exercise of some of the higher virtues than that which we enjoy, the efficacy of their school system is the more apparent under circumstances of comparative disadvantage. I will give the origin of this school system in the words of the English " Quarterly Journal of Education "—published under the superintendence of the Society for the Diffusion of Useful Knowledge, and at a time when Lord Brougham was Chairman, and Lord John Russell Vice-Chairman, of the Committee :

" The first hint of this system—the great principle of which is, that the property of all shall be taxed by the majority for the education of all—is to be found in the records of the city of Boston for the year 1635, when at a public or 'body' meeting, a schoolmaster was appointed 'for the teaching and nurturing of children among us,' and a portion of the public lands given him for his support. This, it should be remembered, was done within five years after the first peopling of that little peninsula, and before the humblest wants of its inhabitants were supplied; while their very subsistence, from year to year, was uncertain; and

when no man in the colony slept in his bed without apprehension from the savages, who not only everywhere crossed on their borders, but still dwelt in the midst of them.

"This was soon imitated in other villages and hamlets springing up in the wilderness. Winthorp, the earliest governor of the colony, and the great patron of Free Schools, says in his journal, under date of 1645, that divers Free Schools were erected in that year in other towns, and that in Boston it was determined to allow, for ever, £50 a year to the master, with a house, and £30 to an usher. But thus far only the individual towns had acted. In 1647, however, the Colonial Assembly of Massachusetts made provision, by law, that every town in which there were fifty families should keep a Free School, in which reading and writing could be taught; and every town where there were one hundred families should keep a school where youth could be prepared in Latin, Greek, and mathematics, for the College or University, which in 1638 had been established by the same authority at Cambridge. In 1656 and 1672 the colonies of Connecticut and New Haven enacted similar laws; and from this time the system spread with the extending population of that part of America, until it became one of its settled and prominent characteristics, and has so continued to the present day."

I will now present the character of this system in the words of those who best understand it. That great American Statesman, Daniel Webster,* received his early training in a Free School, and stated on one occasion, that had he as many children as old Priam himself, he would send them all to the Free School. Mr. Webster, in his published speech on the Constitution of Massachusetts, expresses himself on the Free School system in the following words:—

"In this particular, New England may be allowed to claim, I think, a merit of peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right, and the bounden duty of Government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of policy, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue, and prolong the time, when, in the villages and farmhouses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our Government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness."

The Honourable Edward Everett,—late President of Harvard University, late Governor

* Now [in 1851] Secretary of the United States.

of the State of Massachusetts, and late American Ambassador to England—remarks as follows, in his Address on the "Advantage of Useful Knowledge to Working Men."

"Think of the inestimable good conferred on all succeeding generations by the early settlers of America, who first established the system of Public Schools, where instruction should be furnished gratis, to all the children in the community. No such thing was before known in the world. There were Schools and Colleges supported by funds which had been bequeathed by charitable individuals: and in consequence, most of the Common Schools of this kind in Europe, were regarded as establishments for the poor. So deep-rooted is this idea, that when I have been applied for information as to our Public Schools from those parts where no such system exists, I have frequently found it hard to obtain credit, when I have declared, that there was nothing disreputable in the public opinion here, in sending children to schools supported at the public charge. The idea of Free Schools for the whole people, when it first crossed the minds of our forefathers, was entirely original; but how much of the prosperity and happiness of their children and posterity has flowed from this living spring of public intelligence."

The following extracts from the Annual School Reports of 1847 and 1848, prepared by the Secretary of the Massachusetts Board of Education, deserve special attention, as well for the beauty of their language, as for the nobleness of the sentiments which they express:—

"The present year (1847) completes the second century since the Free Schools of Massachusetts were first established. In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forests, were all that constituted the Colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succour was at hand; it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a Free and Universal Education for the people; and, amid all their poverty, they stinted themselves to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labours; amid all their perils, they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts,—their duty to God and to posterity. For the one, they built the Church; for the other, they opened the School. Religion and Knowledge!—two attributes of the same glorious and eternal truth,—and that truth, the only one on which immortal or mortal happiness can be securely founded.

"As an innovation upon all pre-existing policy and usages, the establishment of Free Schools was the boldest ever promulgated, since the commencement of the Christian era. As a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effects cannot be determined in a single generation. But now, according to the manner in which human life is completed, we are the sixth generation from its founders, and have we not reason to be grateful both to God and man for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established."—(Tenth Annual Report to the Board of Education, for 1847, pp. 107, 108.)

"The Massachusetts School system represents favourably the system of all the New England States. Not one of them has an element of prosperity or of permanence, of security against decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school should be sustained in every town in the State,—even the smallest and the poorest not being excepted;—and that this School shall be as open and free to all the children as the light of day, or the air of heaven. No child is met on the threshold of the school house door, to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The school-house is common property. All about it are enclosures and hedges, indicating private ownership and forbidding intrusion; but there is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopolising the summer cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolising these fountains of knowledge. Public opinion,—that sovereign in representative governments,—is in harmony with the law. Not unfrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress always subdues it, and the success of their measures eventually shames it out of existence."—(Eleventh Annual Report, 1848, pp. 88, 88.)

"It is a gratifying circumstance that many of our sister States, convinced by our success, have followed our example; and, at the present time, in the rich and populous County of Lancashire, in England, a movement is on foot, led on by some of the best men in the United Kingdom, whose object is to petition Parliament for a charter, empowering that County to establish a system of Free Schools, on a basis similar to ours."—(Ib. p. 24.)

These extracts contain the testimony of the most competent witnesses as to the principles and efficiency of the Free School system; while the well-known character of the New England people for self-reliance, economy, industry, morality, intelligence and general enterprise, is a sufficient illustration of the influence and tendency of the system, even under the admitted disadvantage of a defective Christianity and a peculiar form of Government. What such a system of Schools has accomplished in the less genial climate of New England under such circumstances, will it not accomplish in Upper Canada under more favourable circumstances? It is worthy of remark, that in no state or city where the Free School system has been fairly tried, has it ever been abandoned. The inhabitants of New England who have tried it for two centuries, (and they are second to no people in their rigid notions of economy and individual rights,) regard it as the greatest blessing which their country enjoys, and her highest glory. Other cities, towns, and states are adopting the New England system of supporting schools as fast as they become acquainted with its principles and operations.

2. The second ground on which I commend this system of supporting Common Schools to your favourable consideration, is its cheapness to parents educating their children. I will select the example of one District, rather better than an average specimen; and the same mode of reasoning will apply to every District in Upper Canada, and with the same results. In one District there were reported 200 schools in operation in 1848; the average time of keeping open the schools was eight months; the average salaries of teachers was £45 7s. 1d.; the total amount of the money available for the teachers' salaries, including the Legislative Grant, Council Assessment and Rate-bills, was £7,401 18s. 4½d.; the whole number of pupils between the ages of five and sixteen years on the School Registers, was 9,147; the total number of children between those ages resident in the District, 20,600; cost per pupil for eight months, about sixteen shillings. Here it will be seen that more than one-half of the children of school age in the District were not attending any school. Now, suppose the schools be kept open the whole year, instead of two-thirds of it; suppose the

male and female teachers to be equal in number, and the salaries of the former to average £60, and those of the latter £40; suppose the 20,600 children to be in the schools instead of 9,147 of them. The whole sum required for the salaries of teachers would be £10,000—the cost per pupil would be less than ten shillings—less than five shillings per inhabitant—which would be reduced still further by deducting the amount of the Legislative School Grant. Thus would a provision be made for the education of every child in the District for the whole year; there would be no trouble or disputes about quarterly school rate-bills; there would be no difficulty in getting good teachers; the character and efficiency of the schools would be as much improved as the attendance of pupils would be increased; every child would be educated, and educated by the contribution of every man according to his means.

3. This is also the most effectual method of providing the best, as well as the cheapest, school for the youth of each school section. Our schools are now often poor and feeble, because a large portion of the best educated inhabitants stand aloof from them, as unworthy of their support, as unfit to educate their children. Thus the Common Schools are frequently left to the care and support of the least instructed part of the population, and are then complained of as inferior in character and badly supported. The Free School system makes every man a supporter of the school according to his property. All persons—and especially the more wealthy—who are thus identified with the school, will feel interested in it; they will be anxious that their contributions to the school should be as effective as possible, and that they themselves may derive all possible benefit from it. When all the inhabitants of a school section thus become concerned in the school, its character and efficiency will inevitably be advanced. The more wealthy contributors will seek to make the school fit and efficient for the English education of their own children; the Trustees will be under no fears from the disinclination or opposition of particular individuals in employing a suitable teacher and stipulating his salary; and thus is the foundation laid for a good school, adapted to all the youth of the section. The character of the school will be as much advanced, as the expense of it to individual parents will be diminished; the son of the poor man, equally with the son of the rich man, will drink from the stream of knowledge at the common fountain, and will experience corresponding elevation of thought, sentiment, feeling and pursuit. Such a sight cannot fail to gladden the heart of Christian humanity.

4. The Free School system is the true, and, I think, only effectual remedy for the pernicious and pauperising system which is at present incident to our Common Schools. Many children are now kept from school on the alleged grounds of parental poverty. How far this excuse is well founded, is immaterial to the question in hand; of the fact of the excuse itself, and of its wide-spread, blasting influence, there can be no doubt. Trustees of schools are also invested with authority to exonerate poor parents, desirous of educating their children, from the payment of a school rate-bill—an additional amount of rate-bill being imposed on the more wealthy parents of children attending the school, in order to make up the deficiencies occasioned by the exemption of the poorer parents. Such parents are thus invested with the character of paupers; their children are educated as pauper children; while other parents, sooner than attach to themselves and children such a designation, will keep their children from the school altogether—thus entailing upon them the curse of ignorance, if not of idleness, in addition to the misfortune of poverty. Now, while one class of poor children are altogether deprived of the benefits of all education by parental pride or indifference; the other class of them are educated as paupers or as ragged scholars. It is not likely that children educated under this character, will imbibe the spirit of it? If we would wish them to feel and act, and rely upon themselves as freemen when

they grow up to manhood, let them be educated in that spirit when young. Such is the spirit of the Free School system. It banishes the very idea of pauperism from the school. No child comes there by sufferance; but every one comes there upon the ground of right. The poor man as well as the rich man pays for the support of the school according to his means; and the right of his son to the school is thus as legal as that of the rich man's son. It is true, the poor man does not pay as large a tax in the abstract as his rich neighbour; but that does not the less entitle him to the protection of the law; nor should it less entitle him to the advantages provided by law for the education of his children. The grovelling and slavish spirit of pauperism becomes extinct in the atmosphere of the Free School. Pauperism and poor laws are unknown in Free School countries; and a system of Free Schools, would in less than half a century, supersede their necessity in any country.

5. The system of Free Schools makes the best provision and furnishes the strongest inducements for the education of every youth in each School Section of the land. To compel the education of the children by the terror of legal pains and penalties, is at variance with my ideas of the true method of promoting universal education; but to place before parents the strongest motives for educating their children, and to provide the best facilities for that purpose, is alike the dictate of sound policy and Christian patriotism. The quarterly rate-bill system holds out an inducement and temptation to a parent to keep his child from the school. The parent's temptation and difficulty is increased in proportion to the number of children he has to educate. The rate-bill is always sufficient to tempt the indifferent parent to keep his child or children from the school; it often compels the poor man to do so, or else to get them educated as paupers. In proportion to the smallness of the school will be the largeness of the rate-bill on each of the few supporters of it, in order to make up the salary of the teacher; and as the school diminishes in pupils will the rate-bill increase on those that remain. The withdrawment of every pupil from the school lessens the resources of the Trustees to fulfil their engagement with the teacher, and increases the temptation to others to remove their children also. Thus are Trustees often embarrassed and perplexed—teachers deprived of the just fruits of their labours—good teachers retiring and poor ones substituted—schools often closed, and hundreds and thousands of children left without school instruction of any kind. Now, the Free School system of supporting schools puts an end to most of these evils. A rate being imposed upon each inhabitant of a School Section according to his means, provision is at once made for the education of every child in such section. Every parent feels that having paid his school-rate—whether little or much,—he has paid what the law requires for that year's Common School education of all his children, and that they are all entitled by law to the benefits of the school. However poor a man may be, having paid what the law requires, he can claim the education of his children as a legal right, and not supplicate it as a cringing beggar. His children go to school, not in the character and spirit of ragged pauperism, but in the ennobling spirit of conscious right, and on equal vantage ground with others. Each parent, feeling that he has paid for the education of his children, naturally desires that they may have the benefit of it. While, therefore, the quarterly rate-bill per pupil is a temptation to each parent to keep his children from the school, the annual school-rate upon property furnishes each parent with a corresponding inducement to send his children to school—relieving Trustees at the same time from all fear and uncertainty as to the means of providing for the teacher's salary. It is not, therefore, surprising to find that wherever the Free School system has been tried in Upper Canada or elsewhere, the attendance of pupils at school has increased from fifty to three hundred per cent. The facilities thus provided for the education of each child in a School Section, will leave the ignorant, careless, or unnatural parent without excuse for the educational neglect of his children. The finger of universal

reproof and scorn pointed at him, will soon prove more powerful than statute law, and without infringing any individual right will morally compel him, in connexion with higher considerations, to send his children to school. This system of "compulsory education," I wish to see every where in operation—the compulsion of provision for the universal education of children—the compulsion of their universal right to be educated—the compulsion of universal interest in the school—the compulsion of universal concentrated opinion in behalf of the education of every child in the land. Under such a system, in the course of ten years, an uneducated Canadian youth would be a monstrous phenomenon.

6. The system of Free Schools may also be commended upon the ground of its tendency to promote unity and mutual affection among the inhabitants of each school division. The imposition of quarterly rate-bills is a source of frequent neighbourhood disputes and divisions. The imposition of an annual rate upon all the inhabitants of a School Section according to property, puts an end to quarterly rate-bill disputes and divisions, unites the feelings as well as the interest of all in one object, and tends to promote that unity and mutual affection which a unity of objects and a oneness of interest are calculated to create. The care and interest of one will be the care and interest of all—that is, to have the best school possible; and the intellectual light of that school, like the material light of Heaven, will freely beam upon every child in the School Section.

7. I think the system of Free Schools is, furthermore, most consonant with the true principles and ends of civil government. Can a more noble and economical provision be made for the security of life, liberty and property, than by removing and preventing the accumulation of that ignorance and its attendant vices which are the great sources of insecurity and danger, and the invariable pretext, if not justification, of despotism? Are any natural rights more fundamental and sacred than those of children to such an education as will fit them for their duties as citizens? If a parent is amenable to the laws who takes away a child's life by violence, or wilfully exposes it to starvation, does he less violate the inherent rights of the child in exposing it to moral and intellectual starvation? It is noble to recognize this inalienable right of infancy and youth by providing for them the means of the education to which they are entitled,—not as children of particular families, but as children of our race and country. And how perfectly does it harmonize with the true principles of civil government for every man to support the laws and all institutions designed for the common good, according to his ability. This is the acknowledged principle of all just taxation, and it is the true principle of universal education. It links every man to his fellow-man in the obligations of the common interests; it wars with that greatest, meanest foe to all social advancement—the isolation of selfish individuality; and implants and nourishes the spirit of true patriotism by making each man feel that the welfare of the whole society is his welfare—that collective interests are first in order of importance and duty, and separate interests are second. And such relations and obligations have their counterpart in the spirit and injunctions of our Divine Christianity. There, while every man is required to bear his own burden according to his ability, the strong are to aid the weak, and the rich are to supply the deficiencies of the poor. This is the pervading feature and animating spirit of the Christian religion; and it is the basis of that system of supporting Public Schools which demands the contribution of the poor man according to his penury, and of the rich man according to his abundance.

8. But against this system of Free Schools, certain OBJECTIONS have been made; the principal of which I will briefly answer.

First objection:—"The Common Schools are not fit to educate the children of the higher classes of society, and therefore these classes ought not to be taxed for the support of the Common Schools."

Answer.—The argument of this objection is the very cause of the evil on which the objection itself is founded. The unnatural and unpatriotic separation of the wealthier classes from the Common School, has caused its inefficiency and alleged degradation. Had the wealthy classes been identified with the Common Schools equally with their poorer neighbours,—as is the case in Free School countries—the Common School would have been fit for the education of their children, and proportionally better than it now is for the education of the children of the more numerous common classes of society. In Free School cities and and states, the Common Schools are acknowledged to be the best elementary Schools in such cities and states; so much so, that the Governor of the State of Massachusetts remarked at a late School celebration, that if he had the riches of an Astor, he would send all his children through the Common School to the highest institutions in the State. If the wealthy classes can support expensive Private Schools, their influence and exertions would elevate the Common School to an equality with, if not superiority over, any Private School, at less expense to themselves, and to the great benefit of their less affluent neighbours. The support of the education which is essential for the good of all, should be made obligatory upon all; and if all are combined in support of the Common School, it will soon be rendered fit for the English education of all. If persons do not choose to avail themselves of a public institution, that does not release them from the obligations of contributing to its support. It is also worthy of remark, that the Board of Trustees in each city and incorporated town in Upper Canada, has authority to establish Male and Female Primary, Secondary and High Schools, adapted to the varied intellectual wants of each city and town; while in each country School Section, it requires the united means of intelligence of the whole population to establish and support one thoroughly good school.

Second objection:—"It is unjust to tax persons for the support of a school which they do not patronise, and from which they derive no individual benefit."

Answer.—If this objection be well founded, it puts an end to school taxes of every kind, and abolishes school and college endowments of every description; it annihilates all systems of public instruction, and leaves education and schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands after the revolt of Belgium from Holland in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of a public tax for schools has been avowed in every School Assessment which has ever been imposed by our Legislature, or by any District Council; the same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the extent to which the principle should be applied—whether to raise a part or the whole of what is required to support the Public School. On this point it may be remarked, that if the principle be applied at all, it should be applied in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, shows, that the free system of supporting schools is the most, and indeed the only, effectual means of promoting the universal education of the people.

I remark further on this second objection, that if it be sound, then must the institutions of government itself be abandoned. If a man can say, I am not to be taxed for the support of what I do not patronise, or from which I receive no individual benefit, then will many a man be exempted from contributing to support the administration of Justice, for he does not

patronise either Civil or Criminal Courts; nor should he pay a tax for the erection and support of jails, for he seeks no benefit from them. Should it be said, that jails are necessary for the common safety and welfare, I answer, are they more so than Common Schools? Is a jail for the confinement and punishment of criminals more important to a community than a school for education in knowledge and virtue? In all good governments the interests of the majority are the rule of procedure; and in all free governments the voice of the majority determines what shall be done by the whole population for the common interests, without reference to isolated individual cases of advantage or disadvantage, of inclination or disinclination. Does not the Common School involve the common interests; and the Free School system impose a tax upon all by the majority for the education of all?

I observe again on this second objection, that what it assumes as fact is not true. It assumes that none are benefitted by the Common School but those who patronise it. This is the lowest, narrowest and most selfish view of the subject, and indicates a mind the most contracted and grovelling. This view applied to a Provincial University, implies that no persons are benefitted by it except Graduates; applied to criminal jurisprudence and its requisite officers and prisons, it supposes that none are benefitted by them except those whose persons are rescued from the assaults of violence, or whose property is restored from the hands of theft; applied to canals, harbours, roads, &c., this view assumes that no persons derive any benefit from them except those who personally navigate or travel over them. The fact is, that whatever tends to diminish crime and lessen the expenses of criminal jurisprudence, enhances the value of a whole estate of a country or district; and is not this the tendency of good Common School education? And who has not witnessed the expenditure of more money in the detection, imprisonment and punishment of a single uneducated criminal, than would be necessary to educate in the Common School half a dozen children? Is it not better to spend money upon the child than upon the culprit—to prevent crime rather than punish it? Again, whatever adds to the security of property of all kinds increases its value; and does not the proper education of the people do so? Whatever also tends to develope the physical resources of a country, must add to the value of property; and is not this the tendency of the education of the people? Is not education in fact the power of the people to make all the resources of their country tributary to their interests and comforts? And is not this the most obvious and prominent distinguishing feature between an educated and uneducated people—the power of the former, and the powerlessness of the latter, to develope the resources of nature and providence, and make them subservient to human interests and enjoyments? Can this be done without increasing the value of property? I verily believe, that in the sound and universal education of the people, the balance of gain financially is on the side of the wealthier classes. If the poorer classes gain in intellectual power, and in the resources of individual and social happiness, the richer classes gain proportionally, I think more than proportionally, in the enhanced value of their property. As an illustration, take any two neighbourhoods, equal in advantages of situation and natural fertility of soil—the one inhabited by an ignorant, and therefore unenterprising, grovelling, if not disorderly, population; the other peopled with a well-educated, and therefore enterprising, intelligent and industrious class of inhabitants. The difference in the value of all real estates in the two neighbourhoods is ten if not a hundred-fold greater than the amount of school-tax that has ever been imposed upon it. And yet it is the school that makes the difference in the two neighbourhoods; and the larger the field of experiment the more marked will be the difference. Hence, in Free School countries, where the experiment has been so tested as to become a system, there are no warmer advocates of it than men of the largest property and the greatest intelligence—the profoundest scholars and the ablest statesmen.

It has also been objected, that the lands of absentees ought not to be taxed for the support of schools in the vicinity of such lands. I answer, the inhabitants of the School Sections in which such lands are situated are continually adding to the value of those lands by their labours and improvements, and are therefore entitled to some return, in the shape of a local school tax, from such absentee landholders.

The objection that the Free School system is a pauperising system has been sufficiently answered and exposed in a preceding part of this address. Such a term is only applicable to the present rate-bill system, as I have shown; and the application of it to the Free School system is an exhibition of the sheerest ignorance of the subject, or a pitiful manœuvre of selfishness against the education of the working classes of the people. History is unanimous in the assertion that the first race of New England pilgrims were the best educated and most independent class of men that ever planted the standard of colonization in any new country. Yet among these men did the system of Free Schools originate; by their free and intelligent descendants has it been perpetuated and extended; their universal education has triumphed over the comparative barrenness of their soil and the severity of their climate, and made their States the metropolis of American manufacture and mechanic arts, and the seat of the best colleges and schools in America. Nor is a page of their educational history disfigured with the narrative of "a Ragged School," or the anomaly of a pauper pupil.

I submit then the great question of Free Schools, or of universal education, (for I hold the two to be synonymous in fact,) to the grave consideration of the Canadian public. I think it properly appertains to the inhabitants of each School Municipality to decide for themselves on this subject. I desire no further Legislative interference than to give the inhabitants of each school division the power of supporting their own school as they please Of the result of their inquiries as to the best mode of supporting their school, I have no doubt; and in that result I read the brightest hope and the greatest wealth of future Canada.

(Signed,) E. RYERSON.

Education Office, Toronto, January, 1849.

N. B.—I have taken no notice of the objection founded upon the inequality and injustice of the assessment laws, in regard to the Cities and Towns as well as Country School Sections; as that objection lies against the assessment laws, and not against the principle of the Free School system; and as, I trust, the imperfection of the assessment laws will be shortly remedied by Legislative enactment.*

(Signed,) E. R.

* During the last Session of the Legislature, (1850,) "An Act" was passed "to establish a more equal and just system of Assessment in the several Townships, Villages, Towns and Cities in Upper Canada.' It is to be hoped, therefore, that objections on this point will now cease.

No. 2.—ENCOURAGEMENT TO PERSEVERE IN THE CAUSE OF COMMON SCHOOL EDUCATION.

It appears appropriate to commence each year by addressing those for whose interests the Journal of Education is continued, on the great objects to which it is devoted; that by awakening afresh the recollection of first principles, and analyzing the *criteria* of educational progress, we may be eventually animated to prosecute, with becoming energy and zeal, the noblest work of any country—the Christian, and universal, and practical education of its youthful population.

The first number of last year's "Journal of Education"* contained an address to the people of Upper Canada on the system of Free Schools—a system which is based upon the principle that every child in the land has a right to such an education as will make him a useful member of society, and that every inhabitant of the land is bound to contribute to that national object according to his property—a system the life of which is the genius of Christianity, the soul of patriotism, the spirit of the highest civilization. It is my present object to present some of those grounds of encouragement with which the facts and experience of the past year furnish us, to persevere in the work of educating our own and our country's offspring.

1. And the first encouraging omen which I shall mention is the deep hold which Free Schools have taken of the public mind in Upper Canada. The first public enunciation of this principle in 1846 was received with general surprise and doubt, with wide spread suspicion, and in many instances with avowed hostility. In some cases it was dismissed by an editorial sneer; and in other cases it met with a less courteous reception; was at one time assailed as a public pauper, and at another time denounced as a conspirator against individual liberty. But like many of the most important reforms and improvements in the institutions of society which were once misunderstood, denounced and ridiculed, the principle of Free Schools has risen above misconception, and therefore above misrepresentation and reproach, and stands forth now as much an object of respect and admiration, as it was a short time since an object of suspicion and contempt. The explanatory and matter-of-fact Free School address of last January called forth an approving response from several influential members of the Canadian Press; and it is a somewhat singular coincidence, that during that same month the Superintendent of Schools for the State of New York called the earnest attention of the Legislature and citizens of the State to the great importance of establishing Free Schools throughout the whole State. He, at the same time, submitted the draft of a Bill which provided that, on the vote of a majority, every individual in the State would be compelled to adopt the system of Free Schools. I submitted a draft of a Bill, giving liberty and power to the inhabitants of each School Section (but not compelling them) through their Trustee-representatives to adopt the Free School system, without reference either to the Executive Government or the Municipal Council. In the State of New York, the compulsory and general Free School Bill has become law; in Upper Canada, the draft of bill submitted to facilitate the establishment of the local and voluntary Free School system has not been

* See the preceding Address, No. 1.

adopted, and more forms and obstacles are interposed by the new School Act in the way of establishing the Free School system in any section than existed under the Act of last year. But, notwithstanding this partial impediment in legislation, (which I have reason to believe was unintentional on the part of the Government,) the principle of Free Schools has been advancing among the people in every county of Upper Canada; and we hear of the inhabitants of many sections submitting to all the forms and applications required by the law, in order, if possible, to obtain the establishment of Free Schools; nay, more, we are assured that the conviction is becoming very general among the people, that the Free School system is the only true one—the only one that will educate all their children—the only one that will command good teachers and erect good schools throughout the land. We indulge the sanguine hope, that the first year of the approaching half-century will witness the establishment of Free Schools in many whole counties, if not throughout the whole Province of Upper Canada.

Let every friend of sound and universal education be impressed with the fact, that that object has never been, and can never be attained except where all the people of all ranks and classes are combined for the education of all. For more than thirty years has a famed system of Common Schools been established in the neighbouring State of New York; and yet throughout the rural country parts of that State official reports show that comparatively little progress has been made in the character and efficiency of the schools; while during the last few years the most astonishing advancement has been made in the schools of cities and towns. The whole circle of legislative change and amendment has been completed in the State School Law; so that during the last year or two, the school legislators have found themselves unconsciously adopting many of the leading provisions of the first State School Law, passed more than thirty years ago. The School Law had undergone every variety of modification, yet a large proportion of the country schools had undergone little or no change. In 1844, a State Normal School was established to accomplish what legislative and ordinary exertions had failed to effect; but it was manifest that the grand fulcrum for intellectually uplifting the whole community was still wanting, and the example of the Free School in cities and towns and states was showing with increased clearness what that fulcrum was. It has at length been adopted, and on it is placed the lever of the whole State education machinery, and to that is applied the concentrated power of public opinion, ambition and patriotism in the cause of education. The result cannot be mistaken, though the power of human imagination is inadequate to picture it.

And why may not the goal which has been sought for during more than thirty years by our New York neighbours be reached by the people of Upper Canada in five years? Why may we not march directly to the consummation which has cost others so many years of varied experiment and earnest disputation? In leading his army across the Alps, Napoleon profited by the experience and losses of Hannibal; and amateur travellers now avail themselves, as a pleasurable excursion, of the Simplon highway of Napoleon—constructed at the expense of so much labour and treasure. Who would think of crossing the Atlantic in the petty bark of Columbus since the invention of steam-packets? We should not be less wise and less practical in the momentous affairs of Common Schools. They require the simple application of a few great principles; they demand, not legislative experiments, but patriotic exertion—the united hearts and hands of all for the common interests of all.

2. A second encouraging circumstance connected with our Common Schools is the increased attention and interest which are beginning to be manifested in regard to school legislation. A school law is the mere instrument of establishing schools on the best foundation, and of supporting and maintaining them in the best manner. The more sim-

ply and easily applied that instrument is the better; but no school law can be self-operative any more than any other law, and its efficiency essentially depends on the skill and energy with which it is wielded, and the provisions it contains for the development and application of that skill and energy with uniform accuracy and to the best advantage. Hitherto comparatively little interest has been felt on the subject of school legislation; it has occupied a very subordinate place in executive deliberations; it has not commanded one thorough or serious discussion in the deliberations of Parliament; important bills have been passed into laws without being either discussed or understood. But a brighter prospect now opens. The Government has formally and publicly expressed its determination to bestow upon the subject of Common School Legislation that attention which its importance demands; the public press is beginning to evince more interest; and public interest has advanced perhaps fifty per cent. under the experience and facilities for information of the last two or three years. The elective authorities of the several cities and incorporated towns have, with unexampled unanimity, evinced an earnest desire to maintain and mature the system of schools recently established among them; and the pervading spirit of the entire public mind is, to have good schools and universal education without regard to sect or party. The instances in which personal acerbity and party feeling mingle their bitter waters with the discussion of the subject, are marked exceptions to the general tone of the press, and clearly meet with no response from the country at large. But in whatever spirit the subject may be approached, the discussion of it must tend to draw public attention to it; and past experience shows that the calm and deliberate decisions of the public mind at large are generally on the side of social elevation and intellectual progress. This has been most decidedly the case, thus far, in regard to our School Law and school system. Our School Law, as well as that of every educational country, requires the Head of the Department not only to administer the law and to report its operations, but from time to time to report also as to the efficiency or inefficiency of its provisions, and to point out their defects, and suggest the proper remedies. The report of every Superintendent of Schools in the neighbouring States presents examples of the fulfilment of this duty; and the Superintendent of Schools in Upper Canada would fail in obeying the law under which he acts, and be unworthy of his position, did he not at the most suitable times plainly and fully state to the proper authorities the conclusions of his own experience and judgment in regard to what he may think defective in the School Law, and the best means of amending it. The law which imposes this responsible duty on the Superintendent of Schools, assumes, of course, that some attention will be given to the subjects of his suggestions. The appreciation of the spirit of the School Law in this respect by the leading and considerate men of all parties, affords assurance to all friends of popular education throughout the land, that our School Law and school system will soon be placed upon a firm foundation, and not be hereafter disturbed in any of their parts without due inquiry and felt necessity.

3. Another ground of encouragement in our country's educational work, is the practical proof already acquired of the possibility of not only improving our schools, but of successfully emulating our American neighbours in this respect. Often have we heard this, both privately and publicly, pronounced Utopian; and often have we sought, in friendly discussion, to prove that it was neither impracticable nor extravagant to aim at rivalling our New York neighbours in our Common Schools. In addition to general reasoning, facts may now be adduced to establish this position; and these facts are as honourable to the people of Upper Canada, as they are cheering to every patriotic heart. One fact is, that the average time of keeping the schools open by qualified teachers during the last two years in the State of New York, has been eight months; while in Upper Canada it has been eight months and a half. A

second fact is, that the amount raised by school rate-bills has been quite as large in Upper Canada, in proportion to the population, as in the State of New York. A third fact is, that the amount raised by local assessments has been as large in Upper Canada, in proportion to the population, as in the State of New York. A fourth fact is, that the same has been the case in regard to the amounts raised by local voluntary assessments over and above what the law has required in order to secure the apportionment of the Legislative School Grant—which, by-the-bye, is as large in proportion to the whole population in Upper Canada as is the Annual Common School Fund in the State of New York. A fifth fact is, that the number of student-teachers attending the Normal School in Upper Canada is larger, in proportion to the whole number of our schools and of our whole population, than in the State of New York. A sixth fact is, that considerably more progress has already been made towards introducing uniformity of text-books in the schools of our rural districts, than has ever yet been been effected in the State of New York. A seventh fact is, that salaries are offered to and obtained by good teachers from the Normal School at least twenty-five per cent. in advance of what was offered two years ago. Now, these facts of a few years' growth in Upper Canada, in comparison with kindred facts of thirty years' growth in the much older State of New York, fully warrant the statement I have made, and indicate a noble spirit of intellectual progress and patriotism among the people, from which may be developed the indefinite improvement of our schools, and the ready application of all facilities for diffusing useful knowledge which the wisdom of the Legislature may provide.

4. For the sake of brevity, I will pass over several other less prominent facts of an encouraging character, and conclude by two practical remarks. The first is, that no feeling of discouragement should for a moment be yielded to, in consequence of any of the unfortunate provisions of the new School Bill. These provisions will not seriously affect any of the local authorities and interests until the arrival of the period for collecting rate-bills, distributing the School Fund, and preparing the School Reports for the current year; and before the arrival of that time the Legislature will meet, and will no doubt make such provision as will promote the best educational interests of the country. Councils, Trustees, and teachers need not entertain any apprehensions as to any loss or diminution in the amount of the Legislative School Grant for the current year; or, as to the requisite legal provisions to enable Trustees to fulfil all the engagements which they may enter into with teachers.

The last remark is, that all friends of education should continue to guard against the admission of anything like a sectarian or party spirit in our school affairs. From whatever source it may proceed, or on whatever pretext founded, let it be frowned down as the worst enemy of yourselves and children. In every community, and in almost every locality, there will be found individuals steeped in the spirit of extreme partizanship—men of one idea, and that idea commonly one of proscription or hostility against some body or party; and to realize that idea, no sacrifice of educational and public interest seems too great in the estimation of its possessors. These partizans of one idea have broken up many a school, deprived many a child of educational instruction, and impeded the progress of many an improvement in the relations and interests of society. The history of our country affords ample evidence that the spirit of extreme partizanship has been its greatest bane; and in no respect is the blighting influence of that spirit so fatal as in the question and affairs of Common Schools, the very existence and character and advancement of which are so entirely depending on the combined feelings and mutual co-operations of the people among whom they are established. In whatever matters difference of opinion may exist among us as a people, I am sure we may all agree in loving our country, in loving our children, and in uniting to provide for them the best possible education. God grant that this one, grand, divinely originated, and

divinely expansive idea, may, like Aaron's rod, swallow up every serpent idea of petty partizanship, and impart to our posterity the noblest inheritance that parental wisdom and public patriotism can bequeath!

(Signed,) E. RYERSON.

Education Office, Toronto, January, 1850.

No. 3.—PERMANENCY AND PROSPECTS OF THE SYSTEM OF COMMON SCHOOLS IN UPPER CANADA.

In presenting my annual address at the commencement of 1851, I am not in a position to enter into statistical details in respect to past educational progress; nor is it necessary that I should do so, as my last annual School Report has just been printed by order of the Legislative Assembly, and placed in the hands of each Municipal Council and School Corporation throughout Upper Canada. I shall, therefore, on the present occasion, confine myself to a few general remarks and practical suggestions.

My first remark relates to the settlement of the general principles and great organic provisions of our school system. It has been a common and not unfounded complaint, that there was nothing abiding, nothing settled, in the principles and provisions of our School Law. Perpetual change in a school law is perpetual infancy in a public school system. Permanence and stability are essential conditions of growth, whether in an oak of the forest or in a system of national education. But the works of man are not like the works of God, perfect at the beginning. The history of all science teaches us that experiments must precede the principles which they establish; and the period of experiment in anything is likely to be a period of change as well as of infancy. In no branch of political economy have more experiments been made, and with less progress towards the definiteness and dignity of a science, than in the department of public education. The chief reason I apprehend to be, not that it is more difficult than any other, but that it has received less attention than any other, in proportion to its magnitude and importance; that in very few instances has any one man, with zeal and capacity for the task, been permanently set apart to investigate the subject in all its aspects and applications, and to bring definitely and practically before the authorities, and legislators, and citizens of his country, the results of general experience and careful consideration, and embody them in actual recommendations and measures, and administrative policy. In New York and other States, the succession of temporary State School officers has been accompanied with an almost corresponding succession of school laws; and every confident and adventurous theorist in the Legislature, who had perhaps never been out of the limits of his native State, or read half a dozen school laws, or never studied a school system in his life, was ready with some new project in which he imagined and insisted was embodied the sum of all human perfection, but which was no sooner tried than abandoned. In the State of New York, after almost annual legislation for nearly forty years, the general provisions of the last amended School Law of that State, are, I have been informed, substantially and almost *verbatim* those of the School Law of 1811,—which was adopted on the recommendation of an able Committee that had devoted a year to the examination and consideration of the subject,—thus coming back to the place of begin-

ning, after having made the whole circle in school legislation. But in Upper Canada our abnormal state of legislative experiment and change has been less protracted and tedious. We have had the great advantage of our neighbours' experiments and experience, and have reached (and I hope have exceeded) their results in legislation, without the drawbacks of their many trials and disappointments; and some of the material changes in our School Law have been required by the introduction of a new system of Municipal Councils; and other portions of our recent school legislation have consisted in the introduction of new and necessary provisions, rather than the repeal of existing ones. The careful inquiry which has been instituted into the whole subject during the last five years, the many consultations which have been held in the several counties throughout the country, the minute and anxious attention which was bestowed upon it by the Government and the Legislature during the last Session, all warrant the assurance in the public mind, that no future legislation on the subject of our Common Schools will take place except as new wants may suggest, and the experience and convictions of the country shall require. I am the more convinced of the correctness of this conclusion from the fact that every suggestion, whether friendly or hostile, which I have seen in newspapers, proposing substitutes for certain provisions of our present School Law, has been tried and found unsuccessful in some one of the neighbouring States—a fact of which the projectors might have satisfied themselves had they investigated the history of school legislation in those States, before undertaking to give lessons on the subject for Upper Canada. It cannot fail to be satisfactory and encouraging to every practical man and friend of education, to enter upon the school duties and interests of a new year with the conviction that his labours will not be in vain, and that the system to which he shall endeavour to give efficiency will be an abiding agency for the educational development and elevation of his country.

My second general remark refers to the position which our school system and its administration occupy in respect to parties and party interests.

The virus of party spirit is poisonous to the interests of education in any country or neighbourhood, and the clangour and jostling of party conflicts are its funeral knell. It perishes in the social storm, but grows and blooms and bears fruit in the serenity and sunshine of social peace and harmony. It has, therefore, been the policy of the enemies of general education, in any country and of whatever party, as if prompted by a malevolent instinct, to seek to invest the agency for its extension with a party character, and then strangle it as a party monster. And even unintentionally and incidentally, the interests of education have largely suffered from the same upas influence. Among our American neighbours, I have been assured that party selfishness and contests have proved one of the most serious obstacles to the progress of their educational systems and interests. The working of their machinery of government, involving countless elections and endless party conflicts, the local, if not higher, administration of their school systems has often been perverted and pressed into degrading service as an engine of party, to the grief of the earnest and patriotic friends of education; and it has been alleged that to the intrigues of party aspirants may be traced the origin of no inconsiderable number of their projects of school laws and school reforms. It is highly honourable to the discernment and patriotism of our neighbours, that under a system of polity which to so high a degree lives and moves and breathes in an atmosphere of almost theatrical excitement, the interests of education have been so nobly sustained, and its progress has been so rapid and extensive. I regard it as an interesting incident in our Canadian history, and a brilliant sign and certain augury of educational progress, that our system of popular instruction stands forth by common consent and suffrage, *the exclusive property of no party, and the equal friend of all parties.* If one party introduced

legislative enactments laying the foundation and delineating the general outlines of the system in 1841 and 1843, and if another introduced a legislative measure to modify and essentially to improve it in 1846, both parties have united to mature and consolidate it in 1850. I think there was a moral sublimity in the spectacle presented by our Legislature at its last Session, when the leading minds of both parties, (with only subordinate exceptions unworthy of formal notice, and reflecting just darkness enough to give stronger expression and greater majesty to the general outlines of the picture) forgetting the rivalships and alienations of party, united as one man to provide the best system they could devise for the universal education of their common country—the spirit of sect being merged in the spirit of Christianity, and the spirit of partizanship absorbed in that of patriotism. I have stated the fact to several distinguished public men, as well in the United States as in England, and in every instance the comment has been one of admiration of such a spirit in the public men of Canada, and congratulation on the educational and social prospects of the Canadian people under such circumstances. As a practical development of the same spirit in administration, which had been thus illustrated in legislation, the same persons have been re-appointed, in 1850, to perpetuate and extend the work of education under the law, who were first appointed in 1846 to devise and establish it. The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that in the education of youth he should forget sect and party, and only know Christianity and his country.

I have a third general remark to make, and it is this—that our system of municipalities affords unprecedented and unparallelled facilities for the education and social advancement of our country. Since I came to England, a member of the Canadian Legislature now in this country, an able political opponent of the author of our present municipal law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our Municipal Law is the grandest, the most comprehensive, and most complete measure of which he has any knowledge, for developing the resources and promoting the improvement of a country,—especially a young country. But what is thus stated by an impartial and competent judge to be true of this law in respect to the general resources and interests of the country is I think, pre-eminently true in respect to its educational interests. Among the conditions essential to the advancement and greatness of a people, are individual development and social co-operation—to add as much as possible to the intellectual and moral value and power of each individual man and to collect and combine individual efforts and resources in what appertains to the well-being of the whole community. That system of polity is best which best provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and in order to that there must be self-government. To the most potent developments of the latter, organization is essential; and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of municipalities, and in our school system which is engrafted upon the municipalities, these objects are carefully studied, and effectually provided for, and provided for to an extent that I have not witnessed or read of in any other country. In the neighbouring States, there are excellent town and city municipalities with ample powers, and in some States there are municipalities of townships and counties for certain objects; but these are isolated from, and independent of, each other, and are far from possessing powers commensurate with the development of the resources and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest School Section and remotest township

to the largest county or union of counties—the one rising above the other, but not superseding it—the one connected with the other, but not contravening it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, these municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigences of each municipality, whether of schools or roads, of the diffusion of knowledge or the development of wealth. Around the fire-sides and in the primary meetings, all matters of local interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their own energy and discretion. In this development of individual self-reliance, intelligence, and action in local affairs of common interest, we have one of the primary elements of a people's social advancement; whilst in the municipal organizations we have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do, in respect to a school, a library, a road, or a railway, can be easily accomplished by the municipality; and the concentration of individual feeling and sentiment gives character and direction to municipal action. The laws constituting municipalities and schools are the charters of their government, and the forms and regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them.

The application of this simple but comprehensive machinery to the interests of schools and general knowledge opens up for Upper Canada the prospect of a glorious future. One of the most formidable obstacles to the universal diffusion of education and knowledge is class isolation and class exclusiveness—where the highest grades of society are wholly severed from the lower in responsibility, obligations, and sympathy, where sect wraps itself up in the cloak of its own pride, and sees nothing of knowledge, or virtue, or patriotism beyond its own enclosures, and where the men of liberal education regard the education of the masses as an encroachment upon their own domains, or beneath their care or notice. The feeble and most needy, as also the most numerous classes, are thus rendered still feebler by neglect, while the educated and more wealthy are rendered still stronger by monopoly. Our municipal and school system on the contrary, is of the largest comprehension—it embraces in its provisions all classes and all sects, and places the property of all, without exception, under contribution for the education of all without respect of persons. Thus every man, whether rich or poor, is made equal before the law, and is laid under obligation, according to his means, of educating the whole community. And our law provides for the application of this great principle, not only for the establishment of schools and all requisites for their support and efficient operation, but also for the establishment and maintenance of libraries of general knowledge and reading; nor does it leave each municipality to collect books where and how it can, and at whatever prices, but calls in the position and assistance of government to arrange for procuring, at the lowest prices, a selection of books ample in number and variety, and suitable in character, to meet the wants and wishes of every Municipality in Upper Canada. The Department of Public Instruction having to do in respect to books with no private parties, but with school and municipal corporations only, the legitimate field of private trade cannot be entrenched upon, nor the ordinary channels of private business in the least interfered with; but they will rather be enlarged by the cultivation of public taste, and the increased demand for books of instruction and entertainment.

Such are the educational circumstances under which the people of Upper Canada commence the year 1851. Several practical suggestions have been made in connexion with the preceding remarks; others are so obvious, as inferences, that I need not repeat them in this

place. All that I will, therefore, add is, that if the year 1850 has been signalized by laying the foundations of our system of public instruction deeper and broader, should not the year 1851 be characterized by rearing the superstructure higher than those foundations? If during the last few years Upper Canada has advanced beyond the State of New York in three great elements of popular education—the average time of keeping open the schools during the year,—the amount of money raised by the people at large for the support of education in proportion to the population,—and the proportional number of teachers trained in the Normal School—why may not Upper Canada, with its improved school law and its municipal system, become the best educated and the most intelligent country in North America? Upon ourselves will be the responsibility and shame if it be not so.

In the course of the year I hope to be able to visit each county or union of counties in Upper Canada, to bring before you at public meetings those parts of our school system which are yet to be brought into operation, and to confer with you upon the best means of perfecting what has been commenced. In devising these means, I try to conceive of the children in each municipality and school section, even the most remote and feeble, as my own children, and to provide for them educationally, so far as in my power, in the way that I would wish my own children to be provided for under like circumstances. However far I may come short of my own wishes and of your necessities, I trust you will be satisfied with my humble endeavours when they come to be practically developed; and I am sure your cordial co-operation will not be wanting in what is best for our children and patriotic for our country. I earnestly implore the Divine blessing to crown our united exertions with the most abundant success.

(Signed,) E. RYERSON.

December, 1850.

III.—The Common School Act for Upper Canada, 13th and 14th Victoria, chapter 48.

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ANNO TERTIO DECIMO ET QUARTO DECIMO VICTORIÆ REGINÆ.

CAP. XLVIII.—AN ACT for the better Establishment and Maintenance of Common Schools in Upper Canada.

[24th July, 1850.]

Preamble. Whereas it is expedient to make provision for the better establishment and maintenance of Common Schools in the several villages, towns, cities, townships and counties of Upper Canada: Be it therefore enacted, by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada.*

Two acts repealed: And it is hereby enacted by the authority of the same, that the Act of the Parliament of this Province, passed in the seventh year of Her Majesty's reign, intituled *An Act for the better Establishment and Maintenance of Common Schools in Upper Canada,* and also the Act passed in the twelfth year of Her Majesty's reign, chapter eighty-three, and intituled *An Act for the better Establishment and Maintenance of Public Schools in Upper Canada, and for repealing the present School Act,* shall be, and the same are hereby repealed; Provided always, nevertheless, firstly, that no Act or part of an Act repealed by either of the Acts hereby repealed, shall be revived by the passing of this Act: And provided also, secondly, that the repeal of the said Acts shall not extend or be construed to extend to any act done, any penalty incurred, or any proceeding had under the said Acts, or either of them: And provided also, thirdly, that all School Sections or other School Divisions, together with all elections and appointments to office, all agreements, contracts, assessments, and rate-bills, made under the authority of the said Acts, or of any preceding Act, and not annulled by the said Acts or by this Act, or by any of them, shall be valid and in full force and binding upon all parties concerned, as if made under the authority of this Act, and shall so continue until altered, modified, or superseded, according to the provisions of this Act: And provded also, fourthly, that nothing herein contained shall affect the liability of any district, county, city, town or township Superintendent of Common Schools, to the Municipal Corporation to which he would otherwise be responsible for the same, for any moneys received by him under either of the said Acts; but the liabilities of every such Superintendent for such moneys shall be and remain as if this Act had not been passed: And provided also, fifthly, that nothing in the said Act secondly above recited, contained, shall extend, or be construed to extend, to have repealed any Act of the Parliament of this Province, whereby provision was made for the appropriation of money from the consolidated revenue fund of this Province, for or towards the establishment and maintenance of Common Schools in this Province, or in any part thereof.

Proviso.

All School divisions, elections, appointments, contracts, &c. confirmed.

I.—ELECTION AND DUTIES OF SCHOOL TRUSTEES.

Annual School meetings to be held on the second Wednesday in January at 10 o'clock, A. M. II. And be it enacted, That the annual meetings for the elections of School Trustees, as hereinafter provided by this Act, shall be held in all the villages, towns, cities and townships of Upper Canada, on the second Wednesday in January, in each year, commencing at the hour of Ten of the clock in the forenoon.

One Trustee in each School Section to be elected at each annual School meeting.

III. And be it enacted, That in all School Divisions (except in cities, towns and incorporated villages,) which have been established according to law, and which have been called "School Sections," and in which there shall be three Trustees in office at the time this Act shall come into force, one Trustee shall be elected to office at each ensuing annual school meeting, in place of the one who shall have been three years in office: Provided always, that the same individual, if willing, may be re-elected: And provided also, that no School Trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Proviso: as to re-election.

Mode of calling the first School meeting in a new School section.

IV. And be it enacted, That whenever any school section shall be formed in any township, as provided in the eighteenth section of this Act, the Clerk of the township shall communicate to the person appointed to call the first school meeting for the election of Trustees, the description and number of such school section; and such person shall, within twenty days thereafter, prepare a notice in writing, describing such section, and appointing a time and place for the first school section meeting, and shall cause copies of such notice to be posted in at least three public places in such school section, at least six days before the time of holding such meeting.

Mode of proceeding at the first meeting in a new section.

Election of Chairman and Secretary:—Their duties.

V. And be it enacted, That at every such first school section meeting, the majority of the freeholders or householders of such school section present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a Secretary, whose duty it shall be to record all the proceedings of such meeting; and the Chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and shall give the casting vote in case of an equality of votes, and shall have no vote except as Chairman, and shall take the votes in such manner as shall be desired by the majority of the electors present, and shall, at the request of any two electors, grant a poll for recording the names of the voters by the Secretary: and it shall be the duty of the electors present at such meeting, or a majority of them, to elect from the freeholders or householders in such section, three Trustees, who shall respectively continue in office as follows:—the last person elected shall continue in office until the next ensuing annual school meeting in such section, and until his successor is elected; the second person elected, one year, and the first person elected, two years, from such next ensuing annual school meeting, and until their successors are elected respectively: Provided always, that a correct copy of the proceedings of such first school section meeting, and of every annual school section meeting, signed by the Chairman and Secretary, shall be forthwith transmitted by the Secretary to the Local Superintendent of Schools.

A poll to be granted at the request of any two electors.

Three Trustees to be elected.

Order of retiring from office.

Proviso: copy of proceedings to be transmitted to the local Superintendent of Schools.

Proceedings and duties of annual School section meetings.

VI. And be it enacted, That at every annual school section meeting in any township, as authorized and required to be held by the second section of this Act, it shall be the duty of the freeholders or householders of such section, present at such meeting, or a majority of them,—

Election and duties of Chairman and Secretary.

Firstly. To elect a Chairman and Secretary, who shall perform the duties required of the Chairman and Secretary, by the fifth section of this Act.

To receive annual financial report.

Secondly. To receive and decide upon the report of the Trustees, as authorized and provided for by the eighteenth clause of the twelfth section of this Act.

To elect one or more Trustees.

Thirdly. To elect one or more persons as Trustee or Trustees, to fill up the vacancy or vacancies in the Trustee Corporation, according to law: Provided always, that no Teacher in such section shall hold the office of School Trustee,

Fourthly. To decide upon the manner in which the salary of the Teacher or Teachers, and all the expenses connected with the operations of the school or schools, shall be provided for. To decide upon the manner of providing for the expenses of the School.

VII. And be it enacted, That if any person offering to vote at an annual or other school section meeting, shall be challenged as unqualified by any legal voter in such section, the Chairman presiding at such meeting shall require the person so offering, to make the following declaration:—"I do declare and affirm that I am a "freeholder [*or* householder] in this school section, and that I am legally qualified to "vote at this meeting." And every person making such declaration, shall be permitted to vote on all questions proposed at such meeting; but if any person shall refuse to make such declaration, his vote shall be rejected: Provided always, that every person who shall wilfully made a false declaration of his right to vote, shall be deemed guilty of a misdemeanor, and punishable by fine or imprisonment, at the discretion of any Court of Quarter Sessions, or by a penalty of not less than one pound five shillings, or more than two pounds ten shillings, to be sued for and recovered, with costs, by the Trustees of the school section, for its use, before any Justice of the Peace, having jurisdiction within such school section. Mode of challenging voters at School meetings. Declaration required. Proviso; Penalty for making a false declaration and for voting illegally. Mode of recovering such penalty and its application.

VIII. And be it enacted, That if any person chosen as Trustee, shall refuse to serve, he shall forfeit the sum of one pound five shillings; and every person so chosen and not having refused to accept, who shall at any time refuse or neglect to perform the duties of his office, shall forfeit the sum of five pounds; which sum or sums may be sued for and recovered by the Trustees of the school section, for its use, before any such Justice of the Peace: Provided always, that any person chosen as Trustee may resign with the consent of his colleagues in office and of the Local Superintendent, expressed in writing. Penalty for refusing to serve as Trustee. Proviso: resigning the office of Trustee.

IX. And be it enacted, That in case no annual or other school section meeting be held for want of the proper notice, the Trustees or other person whose duty it was to give such notice, shall respectively or individually forfeit the sum of one pound five shillings, to be sued for and recovered for the purposes of such school section, on the complaint of any resident in such section, before any such Justice of the Peace: Provided always, that in the default of the holding of any school section meeting, as hereinbefore authorized by this Act, for want of the proper notice, then any two freeholders or householders in such section, are hereby authorized, within twenty days after the time at which such meeting should have been held, to call such meeting by giving six days' notice, to be posted in at least three public places in such school section; and the meeting thus called shall possess all the power, and perform all the duties of the meeting, in the place of which it shall have been called. Penalty for not giving due notice of school meeting. Mode of recovering and applying such penalty. Mode of calling a school meeting in default of the annual meeting not being called. Duties and powers of such meeting.

X. And be it enacted, That the Trustees in each school section shall be a Corporation, under the name of "*The Trustees of School Section, Number —, in the Township of* ———, *in the County of* ———;" Provided always, that no such Corporation of any school section shall cease by reason of the want of Trustees, but in case of such want, any two freeholders or householders of such section shall have authority, by giving six days' notice, to be posted in at least three public places in such section, to call a meeting of the freeholders or householders, who shall proceed to elect three Trustees in the manner prescribed in the fifth section of this Act, and the Trustees thus elected shall hold and retire from office in the manner prescribed for Trustees elected under the authority of the said fifth section of this Act. Trustees to be a Corporation. Proviso: Such Corporation not to cease for want of Trustees. Mode of electing new Trustees if necessary.

Mode of deciding on the site of a school-house.

XI. And be it enacted, That in any case of difference as to the site of a school-house, between the majority of the Trustees of a school section and a majority of the freeholders or householders, at a special meeting called for that purpose, each party shall chose one person as arbitrator, and the two arbitrators thus chosen, and the local Superintendent, or any person appointed by him to act on his behalf, in case of his inability to attend, or a majority of them, shall finally decide on the matter.

Duties of Trustees.

XII. And be it enacted, That it shall be the duty of the Trustees of each school section:

To appoint a Secretary-treasurer: his duties.

Firstly. To appoint one of themselves, or some other person, to be Secretary-treasurer to the Corporation; and it shall be the duty of such Secretary-treasurer to give such security for the correct and safe keeping and forthcoming (when called for) of the papers and moneys belonging to the Corporation, as may be required by a majority of the Trustees; to keep a record of all their proceedings, in a book procured for that purpose; to receive and account for all school moneys collected by rate-bill, subscription, or otherwise, from the inhabitants of such school section; to disburse such moneys in such manner as may be directed by the majority of the Trustees.

To appoint a Collector: his duties.

His remuneration.

Collector to give security.

Collector's powers.

Secondly. To appoint, if they shall think it expedient, a Collector (who may also be Secretary-treasurer), to collect the rates they have imposed, or shall impose upon the inhabitants of their school section, or which the said inhabitants may have subscribed; and to pay such Collector, at the rate of not less than five or more than ten per cent., on the moneys collected by him for his trouble in collecting; and every Collector shall give such security as may be satisfactory to the Trustees, and shall have the same powers, by virtue of a warrant, signed by a majority of the Trustees, in collecting the school-rate or subscription, and shall proceed in the same manner as ordinary Collectors of county and township rates or assessments.

To have the possession and safe keeping of all the Common School property in their section.

Thirdly. To take possession and have the custody and safe keeping of all Common School property, which may have been acquired or given for Common School purposes in such section, and to acquire and hold as a Corporation, by any title whatsoever, any land, moveable property, moneys or income for Common School purposes, until the power hereby given shall be taken away or modified, according to law, and to apply the same according to the terms of acquiring or receiving them.

Providing school premises.

School apparatus and books.

Fourthly. To do whatever they may judge expedient with regard to the building, repairing, renting, warming, furnishing, and keeping in order the section school house, and its appendages, wood house, privies, enclosures, lands, and moveable property, which shall be held by them, and for procuring apparatus and text-books for their school; also, to rent, repair, furnish, warm, and keep in order a school house, and its appendages, if there be no suitable school house belonging to such section, or if a second school house be required.

To employ teachers.
To establish a female school.

Fifthly. To contract with and employ all teachers for such school section, and determine the amount of their salaries; and to establish, if they shall deem it expedient, by and with the consent of the local Superintendent of Schools, both a female and male school in such section, each of which shall be subject to the same regulations and obligations as Common Schools generally.

To give orders to teachers for school moneys, but to none but qualified Teachers.

Sixthly. To give the teacher or teachers employed by them, the necessary order or orders upon the local Superintendent for the School Fund apportioned and payable to their school section: Provided always, that the Trustees of any school section shall not give such order in behalf of any teacher who does not, at the time of giving such order, hold a legal certificate of qualification.

Seventhly. To provide for the salaries of teachers and all other expenses of the school, in such manner as may be desired by a majority of the freeholders or householders of such section, at the annual school meeting, or a special meeting called for that purpose, and to employ all lawful means, as provided for by this Act, to collect the sum or sums required for such salaries and other expenses; and should the sums thus provided be insufficient to defray all the expenses of such school, the Trustees shall have authority to assess and cause to be collected any additional rate, in order to pay the balance of the teacher's salary, and other expenses of such school.

To provide for the salaries of Teachers and the expenses of the School.

To provide for deficiencies.

Eighthly. To make out a list of the names of all persons rated by them for the school purposes of such section, and the amount payable by each, and to annex to such list a warrant, directed to the Collector of the school section, for the collection of the several sums mentioned in such list: Provided always, that any school-rate imposed by Trustees, according to this Act, may be made payable monthly, quarterly, half-yearly, or yearly, as they may think expedient.

To make out a rate-bill list and warrant for the Collector.

Proviso: Such rate-bill how payable.

Ninthly. To apply to the Municipality of the township, or employ their own lawful authority, as they may judge expedient, for the raising and collecting of all sums authorised in the manner hereinbefore provided, to be collected from the freeholders and householders of such section, by rate, according to the valuation of taxable property, as expressed in the Assessor or Collector's Roll; and the Township Clerk or other officer having possession of such roll, is hereby required to allow any one of the Trustees, or their authorized Collector, to made a copy of such roll, as far as it shall relate to their school section.

To apply to the Township Council at their discretion for the raising of school moneys.

Duty of Township Clerk or other officer in certain cases.

Tenthly. To exempt wholly or in part, from the payment of school-rates, such indigent persons as they shall think proper, and the amount of the same shall be a charge upon the rateable inhabitants of the school section, and shall not be deducted from the salary of a teacher.

To exempt indigent persons.

Teacher's salary not to be lessened.

Eleventhly. To sue for and recover by their name of office, the amounts of school-rates or subscriptions due from persons residing without the limits of their school section, and making default of payment.

To sue non-resident defaulters.

Twelfthly. To appoint the place of each annual school meeting, and to cause notices to be posted in at least three public places of such section, at least six days before the time of holding such meeting; to call and give like notices of any special meeting of the freeholders or householders of such section, for the filling up of any vacancy in the Trustee Corporation, occasioned by death, removal, or any other cause whatever, or for the selection of a new school site, or for any other school purpose, as they may think proper; to specify the object or objects of such meeting; which meeting shall be organized, and its proceedings recorded in the same manner, as those of an annual school meeting; and a copy of them, in like manner, shall be transmitted to the Local Superintendent: Provided always, that in case of a vacancy in the office of any of the Trustees, during the period for which they shall have been respectively elected, the person or persons chosen to fill such vacancy, shall hold office only for the unexpired term.

To fix the place of the annual school meeting.

To call special meetings.

Mode of conducting special meetings.

Proviso: as to vacancies.

Thirteenthly. To permit all residents in such section between the ages of five and twenty-one years of age, to attend the school, so long as their conduct shall be agreeable to the rules of such school, and so long as the fees or rates required to be paid on their behalf, are duly discharged: Provided always, that this requirement shall not extend to the children of persons in whose behalf a separate school shall have been established, according to the nineteenth section of this Act.

To admit persons from 5 to 21 years of age to attend the school, on certain conditions.

Exception in certain cases.

To visit the school, &c.

Fourteenthly. To visit the school from time to time, and see that it is conducted according to the regulations authorized by law.

To prohibit improper, and provide proper books for the school.

Fifteenthly. To see that no unauthorized books are used in the school, but that the pupils are duly supplied with an uniform series of text-books, sanctioned and recommended according to law; and to procure, annually, for the benefit of their school section, some periodical devoted to education.

To be personally responsible for the fulfilment of contracts in certain cases.

Sixteenthly. To exercise all the corporate powers vested in them by this Act, for the fulfilment of any contract or agreement made by them; and in case any of the Trustees shall wilfully neglect or refuse to exercise such powers, he or they shall be personally responsible for the fulfillment of such contract or agreement.

To appoint a Librarian, and provide for the establishment and support of a school library.

Seventeenthly. To appoint a Librarian, and to take such steps as they may judge expedient, and as may be authorized according to law, for the establishment, safe-keeping, and proper management of a school library, whenever provision shall have been made and carried into effect for the establishment of school libraries.

To ascertain the number of resident children of school age. To read the school report at the annual school meeting.

Eighteenthly. To ascertain the number of children between the ages of five and sixteen years, residing in their section, on the thirty-first day of December in each year; and to cause to be prepared and read at the annual meeting of their section, their annual school report for the year then terminating, which report shall include, among other things prescribed by law, a full and detailed account of the receipts and expenditures of all school moneys received and expended in behalf of such section, for any purpose whatsoever, during such year; and if such account shall not be satisfactory to a majority of the freeholders or householders present at such meeting, then a majorityof the said freeholders or householders shall appoint one person, and the Trustees shall appoint another; and the two arbitrators thus appointed shall examine the said account, and their decision respecting it shall be final: or, if the two arbitrators thus appointed shall not be able to agree, they shall select a third, and the decision of the majority of the arbitrators so chosen shall be final; and such arbitrators, or a majority of them, shall have authority to collect, or cause to be collected, whatever sum or sums may be awarded against any person or persons by them, in the same manner and under the same regulations as those according to which Trustees are authorized by the twelfth section of this Act to collect school rates; and the sum or sums thus collected shall be expended in the same manner as are other moneys for the Common School purposes of such section.

Proceeding in case the financial account is not satisfactory to the majority of the meeting.

To prepare and transmit the annual school report to the local Superintendent of Schools.

Nineteenthly. To prepare and transmit, or cause to be prepared and transmitted annually, before the fifteenth day of January, a report to the local Superintendent; which report shall be signed by the majority of the Trustees, and made according to a form provided by the Chief Superintendent of Schools, and shall specify:

Contents of such report: Time of keeping the school open. Amount of moneys received, and expended.

1stly.—The whole time the school in their section shall have been kept by a qualified teacher during the year ending the thirty-first day of the previous December.

2ndly.—The amount of moneys received from the School Fund, from local rates or contributions, and from other sources, distinguishing the same; and the manner in which all such moneys have been expended.

Number of resident children of School age. Attendance of pupils in winter and summer. Average attendance, both winter and summer.

3rdly.—The whole number of children residing in the school section, over the age of five years, and under the age of sixteen; the number of children and young persons taught in the school in winter and summer, distinguishing the sexes, and those who are over and under sixteen years of age; the average attendence of pupils in both winter and summer.

4thly.—The branches of education taught in the school; the number of pupils in each branch; the text-books used; the number of public school examinations, lectures, and visits, and by whom, and such other information respecting the school premises, and library, as may be required in the form of a report provided by the Chief Superintendent of Schools. Branches taught, &c. text-books used, public examinations, visits, lectures, &c.

XIII. And be it enacted, That every Trustee of a Common School who shall knowingly sign a false report, and every teacher of a Common School who shall keep a false school register, or make a false return, with the view of obtaining a larger sum than the just proportion of school moneys coming to such Common School, shall, for each offence, forfeit to the Common School Fund of the township, the sum of five pounds, and may be prosecuted before any such Justice of the Peace, by any person whatever, andconvicted on the oath of any one credible witness other than the prosecutor, and if convicted, the said penalty shall, if not forthwith paid, be levied with costs, by distress and sale of the goods and chattels of the offender, under warrant of such Justice, and paid over by him to the said Common School Fund, or the said offender shall be liable to be tried and punished for the misdemeanor. Penalty for signing a false report by a Trustee; or for keeping a false register and making false returns by a Teacher.

XIV. And be it enacted, That no foreign books in the English branches of education shall be used in any Model or Common School, without the express permission of the Council of Public Instruction; nor shall any pupil in any such school be required to read or study in or from any religious book, or join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that, within this limitation, pupils shall be allowed to receive such religious instruction as their parents and guardians shall desire, according to the general regulations which shall be provided according to law. Foreign books to be used only in certain cases. Parental and religious rights protected. Proviso: as to religious instruction.

II.—Common School Teachers, and their Duties.

XV. And be it enacted, That no teacher shall be deemed a qualified teacher within the meaning of this Act, who shall not, at the time of his engaging with the Trustees, and applying for payment from the School Fund, hold a certificate of qualification, as hereinafter provided by this Act; Provided always, that certificates of qualification given by Local Superintendents, shall be in force until the first of January, one thousand eight hundred and fifty-one. A qualified Teacher defined. Proviso:

XVI. And be it enacted, That it shall be the duty of every teacher of a Common School,— Duties of Teachers.

Firstly. To teach diligently and faithfully all the branches required to be taught in the school, according to the terms of his engagement with the Trustees, and according to the provisions of this Act. To act according to law and agreement.

Secondly. To keep the daily, weekly, and monthly or quarterly registers of the school; to maintain proper order and discipline therein, according to the forms and regulations which shall be provided according to law; also to keep a Visitors' book (which the Trustees shall cause to be provided for that purpose); and he shall enter therein the visits made to his school, and shall present such book to each Visitor, and request him to make such remarks as may have been suggested by such visit. To keep registers. To maintain discipline. To keep a Visitors' book, &c.

Thirdly. To have, at the end of each quarter, a public examination of his school, of which he shall give due notice, through the pupils, to their parents and guardians, and the Trustees of the school, and of which he shall also give due notice to any school Visitors who shall reside in or adjacent to such school section. To have quarterly examinations, &c.

To give information to the Local or Chief Superintendent.

Fourthly. To furnish to the local or Chief Superintendent of Schools, when desired, any information which it may be in his power to give respecting any thing connected with the operations of his school, or in anywise affecting its interests or character.

To deliver papers, &c.

Fifthly, To keep carefully, and at the time of his leaving a school, to deliver up to the order of the Trustees, the registers and Visitors' book, appertaining to the school;

Proviso.

Provided always, that he shall, at all times, when desired by them, give Trustees or Visitors access to such register and Visitors' book.

Protection of Teachers in case of dismissal.

XVII. And be it enacted, That any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the Trustees, even after the expiration of the period of his agreement, until the Trustees shall have paid him the whole of his salary, as teacher of the school, according to their engagement with him:

Mode of settling any difference in financial matters between Trustees and Teachers.

Provided always, that in case of any difference between Trustees and a teacher in regard to his salary, the sum due to him, or any other matter in dispute between them, it shall be lawful to submit such matter in dispute to arbitration, and each party shall choose one Arbitrator; and in case either party in the first instance shall neglect or refuse to name and appoint an Arbitrator on his behalf, it shall be lawful for the party requiring such arbitration, by a notice in writing to be served upon the party so neglecting ar refusing to make such appointment, to require the opposite party within three days, inclusive of the day of the service of such notice, to name and appoint an Arbitrator on his behalf, which notice shall name the Arbitrator of the party serving such notice; and in case the party upon whom such notice is served shall not, within the three days mentioned in such notice, name and appoint such Arbitrator, then the party requiring such arbitration shall and may nominate and appoint the second Arbitrator, and the two Arbitrators in either way chosen, and the Local Superintendent, or any person chosen by him to act on his behalf, in case he cannot attend, or any two of them, shall have full authority to make an award between them, and such award shall be final: Provided always, that, so often as any such submission shall fall through, it shall be lawful to re-submit the matters in dispute until a final award shall be made between them.

III.—Duties of Township Councils.

Duties of Township Councils.

XVIII. And be it enacted, That it shall be the duty of the Municipality of each township in Upper Canada:

To levy assessments for common school purposes, as desired by Trustees.

Firstly. To levy such sum, by assessment, upon the taxable property in any school section, for the purchase of a school-site, the erection, repairs, renting and furnishing of a school house, the purchase of apparatus and text-books for the school, books for the library, salary of the teacher, as shall be desired by the Trustees of such school section, on behalf of the majority of the freeholders or householders at a public meeting called for such purpose or purposes, as provided for by the twelfth section of this Act:

To authorize a loan, at its discretion, for the purchase and erection of school buildings.

Provided always, that such Municipality may, if it shall judge expedient, grant to the Trustees of any school section, on their application, authority to borrow any sum or sums of money which may be necessary for the purposes herein mentioned, in respect to school-sites, school houses and their appendages, or for the purchase or erection of a teacher's residence, and cause to be levied upon the taxable property in such section, such sum in each year as shall be necessary for the payment of the interest thereon, and as shall be sufficient to pay off the principal within ten years.

Secondly. To levy at its discretion, such sum or sums as it shall judge expedient for procuring the site and for the erection and support of a township Model School, and for purchasing books for a township library, under such regulations as shall be provided according to law: Provided always, that the members of the township Municipality shall be the Trustees of such Model School, and shall possess the powers of Common School Trustees in respect to all matters affecting such Model School; Provided also, that the Trustees of any one or more Common Schools shall have authority at their discretion, and with the consent of such Council, to merge their school or schools, into such Model School; and provided likewise, that tuition to student-teachers in such Model School shall be free.

To establish a Township Model School, at its discretion.

Members of the Township Councils to be Trustees of such Model School.

One or more Common Schools may be merged into the Model School.

Thirdly. To form portions of the Township, where no schools have been established, into school sections; to appoint a person in each new school section to call the first school section meeting; and to cause such person to be notified in the manner prescribed in the fourth section of this Act.

To form new school sections.

Fourthly. To alter any school section already established, and to unite two or more school sections into one, at the request of the majority of the freeholders or householders in each of such sections, expressed at a public meeting called by the Trustees for that purpose: Provided always, that the first election of Trustees in such section, consisting of two or more sections united, shall be appointed and held in the same manner as is provided for in the fourth section of this Act in respect to a new school section: Provided secondly, that any alteration in the boundaries of a school section shall not go into effect before the twenty-fifth day of December next after the time when it shall have been made; nor shall any step be taken towards the alteration of the boundaries of any school section, nor any application be entertained for that purpose, unless it shall clearly appear that all parties affected by such alteration have been duly notified of such intended step or application: Provided thirdly, that the several parts of such united or altered school sections shall have the same claim to a share of the Common School Fund, to which they would have been entitled, had they not been altered or united: and provided fourthly, that any school site, or school house, or other school property which shall not be required in consequence of such alterations or union of school sections, shall be disposed of, by sale or otherwise, in such a manner as a majority of the freeholders or householders in the altered or united school sections shall think proper, at a public meeting called for that purpose, and the proceeds shall be applied to the erection of a new school house, or other Common School purposes of such united or altered sections; except that the inhabitants transferred from one school section to another, shall be entitled, for the Common School purposes of the section to which they are attached, to such a proportion of the proceeds of the disposal of such school house or other Common School property, as the assessed value of their property bears to that of the other inhabitants of the school section from which they shall have been separated: Provided fifthly, that union school sections, consisting of parts of two or more townships, may be formed and altered, (under the conditions prescribed in this clause in respect to alterations of other school sections,) by the Reeves and local Superintendent or Superintendents of the townships out of parts of which such sections are proposed to be formed, at a meeting appointed for that purpose by any two of such Town Reeves; of which meeting the other party or parties authorized to act with them shall be duly notified: Provided sixthly, that each union school section composed of portions of adjoining townships, shall, for all purposes of Trustee elections

To alter and unite school sections under certain conditions.

First meeting for the election of Trustees in an united section.

Alterations in school sections when to go into effect.

All parties concerned to be apprized.

Privileges of altered sections secured.

Disposal and application of property of altered school sections.

Union school sections formed and altered by Townreeves and local Superintendents.

and control, be deemed one school section, and shall be considered in respect to Superintendents and taxing for the erection of a school house, as belonging to the township in which the school house may be situated.

Copies of certain proceedings to be furnished.

Fifthly. To cause the Clerk of such township, to furnish the local Superintendent of Schools with a copy of all the proceedings of such Council relating to the formation or alteration of school sections, all school assessments and other educational matters.

Separate schools for Protestants, Roman Catholics and Coloured People authorized.

XIX. And be it enacted, That it shall be the duty of the Municipal Council of any township, and of the Board of School Trustees of any City, Town, or incorporated Village, on the application in writing of twelve or more resident heads of families, to authorize the establishment of one or more separate schools for Protestants, Roman Catholics or coloured people, and, in such case, it shall prescribe the limits of the divisions or sections for such schools, and shall make the same provision for the holding of the first meeting for the election of Trustees of each such separate school or schools, as is provided in the fourth section of this Act for holding the first school meeting in a new school section: Provided always, that each such separate school shall go into operation at the same time with alterations in school sections, and shall be under the same regulations in respect to the persons for whom such school is permitted to be established, as are Common Schools generally: Provided secondly, that none but coloured people shall be allowed to vote for the election of Trustees of the separate school for their children, and none but the parties petitioning for the establishment of, or sending children to a separate Protestant or Roman Catholic school, shall vote at the election of Trustees of such school: Provided thirdly, that each such separate Protestant, or Roman Catholic, or coloured school shall be entitled to share in the school fund according to the average attendance of pupils attending each such separate school, (the mean attendance of pupils for both summer and winter being taken,) as compared with the whole average attendance of pupils attending the Common Schools in such City, Town, Village or Township: Provided fourthly, that no Protestant separate school shall be allowed in any school division except when the teacher of the Common School is a Roman Catholic, nor shall any Roman Catholic separate school be allowed except when the teacher of the Common School is a Protestant: Provided fifthly, that the Trustees of the Common School sections within the limits of which such separate school section or sections shall have been formed, shall not include the children attending such separate school or schools, in their return of children of school age residing in their school sections.*

Manner of electing Trustees in such separate school sections.

And of apportioning school moneys to them.

Proviso as to certain returns.

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* During the Session of the Legislature of 1851, the following Declaratory Act was passed, relating to cities and towns only :—

14th and 15th Victoria, Chapter III.

An Act to define and restore certain Rights to parties therein mentioned.

[*30th August*, 1851.]

Preamble.

13 and 14 Vict., ch. 48, cited.

Whereas it is expedient to remove doubts which have arisen in regard to certain provisions of the nineteenth section of an Act passed in the thirteenth and fourteenth year of Her Majesty's Reign, and entitled *An Act for the better Establishment and Maintenance of Common Schools in Upper Canada*; and whereas it is inexpedient to deprive any of the parties concerned of rights which they have enjoyed under preceding School Acts for Upper Canada: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament

XX. And be it enacted, That whenever the majority of the resident householders of the several school sections of any township, at public meetings called by Trustees for that purpose, shall desire to abolish local school section divisions, and have all their schools conducted under one system, and one management, like the schools in Cities and Towns, the Municipality of such township shall have authority to comply with their request thus expressed, by passing a By-law to that effect; and all the Common Schools of such township shall be managed by one Board of Trustees, one of whom shall be chosen in and for each ward of the township, if the township be divided into wards, and if not then the whole number shall be chosen in and for the whole township, and invested with the same powers, and subject to the same obligations, as are provided and required, in respect to Trustees in Cities and Towns, by the twenty-fourth section of this Act.

May unite all the school sections in a Township under the management of one Board of Trustees, at the request of a majority of the sections concerned.

IV.—Councils and Trustees in Cities, Towns, and Incorporated Villages, and their Duties.

XXI. And be it enacted, That the Council or Common Council of each city or incorporated town in Upper Canada, shall be, and is hereby invested, within its limits and liberties as prescribed by law, and shall be subject to the same obligations as are the Municipal Council of each county and the Municipality of each township, by the eighteenth and twenty-seventh sections of this Act: Provided nevertheless, that the appointment of the Local Superintendent of Schools for such city or town, shall be made by the Board of School Trustees for such city or town.

Powers of Municipal Councils in Cities & Towns.

XXII. And be it enacted, That in each ward into which any city or town is or shall be divided according to law, two fit and proper persons shall be elected School Trustees by a majority of all the taxable inhabitants of such ward; one of which Trustees (to be determined by lot, at the first Trustee meeting after their election) shall retire from office the second Wednesday of January following his election; and the second of whom shall continue in office one year longer, and until his successor is elected; and the persons thus elected shall form one Board of School Trustees for such city or town.

Two Trustees to be elected in each ward of Cities and Towns. Mode of returning from office.

Persons thus elected to form a Board of School Trustees.

XXIII. And be it enacted, That on the second Wednesday in January of each year, at the time prescribed by the second section of this Act, one fit and proper person shall be elected Trustee in each ward of every city and town, and shall continue in office two years, and until his successor is elected: Provided always, that such election shall be held at the place where the last municipal election was held for such ward, and under the direction of the same returning officer, or, in his default, of such person as the electors present shall choose; and such election shall be conducted in the same manner as an ordinary municipal election in each ward of such city or town.

One Trustee to be elected in each ward of a City or Town, the second Wednesday in January of each year.

Mode of holding such election.

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of the United Kingdom of Great Britain and Ireland, and intituled *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, That each of the parties applying according to the provisions of the said nineteenth section of said Act, shall be entitled to have a separate school in each ward, or in two or more wards united, as said party or parties shall judge expedient, in each city or town in Upper Canada: Provided always, that each such school shall be subject to all the obligations and entitled to all the advantages imposed and conferred upon separate schools by the said nineteenth section of said Act.

Each party applying shall be entitled to have a separate school.

Proviso.

Board of School Trustees to be a corporation.

XXIV. And be it enacted, That the Board of School Trustees for each city and town, shall be a corporation under the name of "*The Board of School Trustees of the City (or Town) of*———, *in the County of*————;" (the first meeting thereof may be called in the City or Town Council room by any Trustee,) and it shall be the duty of such Board,—

Duties of the Board.

To appoint certain officers, &c

Firstly. To appoint annually, or oftener, a Chairman, Secretary, Superintendent of Schools, and one or more collectors of school rates (if required); and to appoint the times and places of their meetings, and the mode of calling them, of conducting and recording their proceedings, and of keeping all their school accounts.

To hold School Property, &c.

Secondly. To take possession of all Common School property, and to accept and hold as a Corporation all property which may have been acquired or given for Common School purposes in such city or town, by any title whatsoever; to manage or dispose of such property, and all moneys or income for Common School purposes, until the power hereby given shall be taken away or modified by law, and to apply the same, or the proceeds, to the objects for which they have been given or acquired.

To make all needful provisions in respect to Common School premises, text-books, &c.

Thirdly. To do whatever they may judge expedient with regard to purchasing or renting school sites and premises; building, repairing, furnishing, warming, and keeping in order the school house or school houses, and its or their appendages, lands, enclosures, and moveable property; for procuring suitable apparatus and text-books; and for the establishment and maintenance of a school library or school libraries.

To determine the number and kind of Schools; employ Teachers, &c.

Fourthly. To determine the number, sites, kind, and description of schools which shall be established and maintained in such city or town; the teacher or teachers who shall be employed, the terms of employing them, the amount of their remuneration, and the duties which they are to perform; the salary of the Superintendent of Schools appointed by them, and his duties; and to adopt, at their discretion, such measures as they shall judge expedient, in concurrence with the Trustees of the County Grammar School, for uniting one or more of the Common Schools of the city or town with such Grammar School.

To appoint a committee of three to take the special charge of each school.

Fifthly. To appoint annually, or oftener if they shall judge expedient, for the special charge, oversight and management of each school within such city or town, and under such regulations as they shall think proper to prescribe, a committee of not more than three persons for each school.

To make an estimate of the expenses of the schools.

Sixthly. To prepare from time to time, and lay before the Municipal Council of such city or town, an estimate of the sum or sums which they shall judge expedient for paying the whole or part of the salaries of teachers; for purchasing or renting school premises; for building, renting, repairing, warming, furnishing, and keeping in order the school houses and their appendages and grounds; for procuring suitable apparatus and text-books for the schools; for the establishment and maintenance of school libraries: and for all the necessary expenses of the schools under their charge; and it shall be the duty of the Common Council or Council of such city or town, to provide such sum or sums in such manner as shall be desired by the said Board of School Trustees.

The Municipal Council to provide for such expenses.

To levy school rate-bills at their discretion.

Seventhly. To levy, at their discretion, any rates upon the parents or guardians of children attending any school under their charge; and to employ the same means for collecting such rates as Trustees of Common Schools in any township may do under the twelfth section of this Act: Provided always, that all moneys thus collected shall be paid into the hands of the Chamberlain or Treasurer of such city or

The sums thus collected to be paid into the

town for the Common School purposes of the same, and shall be subject to the order of the said Board of School Trustees. hands of the Chamberlain or Treasurer.

Eighthly. To give orders to teachers, and other school officers and creditors, upon the Chamberlain or Treasurer of such city or town, for the sum or sums which shall be due them. To give orders for the payment of Teachers, &c.

Ninthly. To call and give notice of annual and special school meetings of the taxable inhabitants of such city or town, or of any ward in it, in the same manner and under the same regulations as are prescribed in the twelfth section of this Act, for the appointment of annual and special school meetings in the school sections of townships: Provided always, that any person elected at any special ward school meeting, to fill a vacancy which shall have occurred in the Board of Trustees from any cause whatever, shall hold office only during the unexpired part of the term for which the person whose place shall have become vacant was elected to serve. To call annual or special school meetings. Continuance in office of persons elected to fill vacancies.

Tenthly. To see that all the pupils in the schools are duly supplied with an uniform series of authorized text-books; to appoint a librarian, and take charge of the school library or libraries, whenever established. To see that the pupils are duly supplied with proper text books, &c.

Eleventhly. To see that all the schools under their charge are conducted according to the regulations authorized by law; and, at the close of each year, to prepare and publish, in one or more of the public papers, or otherwise, for the information of the inhabitants of such city or town, an annual report of their proceedings, and of the progress and state of the schools under their charge; of the receipts and expenditure of all school moneys; and to prepare and transmit annually, before the fifteenth of January, to the Chief Superintendent of Schools, a report, signed by a majority of the Trustees, and containing all the information required in the reports of Common School Trustees, by the twelfth section of this Act, and any additional items of information which may be lawfully required, and made according to a form which shall be provided for that purpose by the Chief Superintendent of Schools. To have their school conducted according to law. To prepare and transmit an annual report to the Chief Superintendent of Schools. Contents of such report.

XXV. And be it enacted, That the Municipality of every incorporated village shall possess and exercise all the powers, and be subject to all the obligations with regard to the levying and raising of moneys for Common School purposes, and for the establishment and maintenance of school libraries within the limits of such incorporated village, as are conferred and imposed by this Act upon the Municipal Corporations of cities: Provided always, that on the second Wednesday in January, one thousand eight hundred and fifty-one, in each such incorporated village, at the place of the then last annual election of Councillors, there shall be a meeting of the taxable inhabitants of such incorporated village, and which meeting shall be organized and conducted in the same manner as is prescribed in the twenty-third section of this Act, for the conducting of annual school meetings in the wards of cities and towns; and at such meeting, six fit and proper persons from among the resident householders, shall be elected School Trustees for such incorporated village; and the persons thus chosen shall be divided by lot into three classes, of two individuals each, to be numbered one, two, three; the first class shall hold office one year, the second two years, and the third three years, and until their successors are elected; but each Trustee retiring from office shall be eligible to be re-elected with his own consent: Provided secondly, that there shall be a like school meeting annually in each such incorporated village, at which two persons shall be chosen Powers of Municipal Councils in incorporated villages. First election of Trustees in such villages, the 2nd Wednesday in January, 1851. How such elections to be held and conducted. Six Trustees to be elected in each incorporated village. Mode of retirement from office. Two Trustees to be elected at each ensuing annual school meeting.

Trustees, in place of the two retiring from office, and shall continue in office two years, and until their successors are elected: Provided thirdly, that the first annual school meeting in each incorporated village shall be called by the town-reeve of such village, who shall cause notices to be posted in at least six public places in such village, at least six days before the time of holding such meeting.

Mode of calling the first annual school meeting.

Trustees in each incorporated village to succeed the present Trustees.

XXVI. And be it enacted, That the Trustees elected in each incorporated village, according to the provisions of the preceding section, shall succeed to all the rights, powers, obligations, and liabilities of the present Trustees of such incorporated village, and shall be a Corporation under the title of "*The Board of School Trustees of the incorporated village of*———, *in the County of*———;" and shall possess all the powers, and be subject to all the obligations, within the limits of such incorporated village, as are conferred and imposed by the twenty-fourth section of this Act, upon the Trustees of cities and towns.

To be a corporation.

Their powers, obligations, and duties the same as Trustees in cities and towns.

V.—Duties of County Municipal Councils.

Duties of County Councils.

XXVII. And be it enacted, That it shall be the duty of the Municipal Council of each County:

To raise by assessment in each year, a sum equal to the Legislative School Grant apportioned to such County.

Firstly. To cause to be levied each year upon the several townships of such county, such sum or sums of money for the payment of the salaries of legally qualified Common School teachers as shall at least be equal (clear of all charges of collection) to the amount of school money apportioned to the several townships thereof for such year, by the Chief Superintendent of Schools, as notified by him to such Council, through the County Clerk: Provided always, that the sum or sums so levied may be increased at the discretion of such Council, either to increase the County School Fund, or to give special or additional aid to new or needy school sections, on the recommendation of one or more Local Superintendents: Provided also, that the sum required to be levied in such county in each year for the salaries of legally qualified teachers, shall be collected and paid into the hands of the County Treasurer, on or before the fourteenth day of December; and provided likewise, that in case of the non-payment of any part of such sum into the hands of the County Treasurer at that time, no teacher shall, upon application, be refused the payment of the sum to which he may be entitled from such year's County School Fund, but the County Treasurer shall pay any Local Superintendent's lawful order in behalf of such teacher, in anticipation of the payment of the County School assessment; and the County Council shall make the necessary provision to enable the County Treasurer to pay the amount of such lawful order.

Such sum may be increased and the additional sum granted to aid poor School Sections or increase the County School Fund.

Time for the payment of the County School assessment.

No Teacher to be refused the payment of his due, on account of the non-collection of any part of the County School assessment.

To raise money for County Common School Library.

Secondly. To raise by assessment such sum or sums of money as it shall judge expedient, for the establishment and maintenance of a County Common School Library.

To appoint local Superintendents of Schools, and provide for their salaries.

Thirdly. To appoint annually a Local Superintendent of Schools for the whole county, or for any one or more townships in such county as it shall judge expedient; to fix (within the limits prescribed by the thirtieth section of this Act) and provide for the salary or salaries of such Local Superintendent or Superintendents: Provided always, that no such Local Superintendent shall have the oversight of more than one hundred schools; and provided also, that the County Clerk shall forthwith notify the Chief Superintendent of Schools of the appointment and address of each such Local Superintendent, and of the County Treasurer; and shall likewise furnish him with a copy of all proceedings of such Council, relating to school assessments and other educational matters.

No local Superintendent to have charge of more than 100 schools.

County Clerk to notify the Chief Superintendent of Schools of the names and address of local Superintendents, and the County Treasurer.

Fourthly. To see that sufficient security be given by all officers of such Council to whom school moneys shall be entrusted; to see that no deduction be made from the School Fund by the County Treasurer or Sub-treasurer, for the receipt and payment of school moneys; to appoint, if it shall judge expedient, one or more Sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each such Sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys given by any Local Superintendent within the parts of the county for which he is appointed Sub-treasurer, as are imposed by this Act upon each County Treasurer, in respect to the paying and accounting for school moneys.

To secure all School moneys, and see that no deduction be made from the School Fund.
To appoint Sub-treasurers of School moneys at its discretion.

Fifthly. To appoint annually, or oftener, Auditors, whose duty it shall be to audit the accounts of the County Treasurer and other officers to whom school moneys shall have been intrusted, and report to such Council; and the County Clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanation relating thereto, as far as he is able, which may be required by the Chief Superintendent.

To cause the School accounts to be audited, &c.
County Clerk to transmit to the Chief Superintendent an abstract of such accounts, &c.

VI. Constitution and Duties of the County Boards of Public Instruction.

XXVIII. And be it enacted, That the Board of Trustees for the County Grammar School and the Local Superintendent or Superintendents of Schools in each County, shall constitute a Board of Public Instruction for such County: Provided always, that where there is more than one Grammar School in a county, the County Council shall have authority to divide such county into as many circuits as there are County Grammar Schools, and the Trustees of each County Grammar School and the Local Superintendent or Superintendents of Schools in each circuit, shall be a Board of Public Instruction for such circuit: Provided also, that at any lawful meeting of such Board, not less than three members, including a Local Superintendent of Schools, shall constitute a *quorum* for examining and giving certificates of qualification to Common School teachers, and not less than five members shall constitute a *quorum* for the transaction of any other business; Provided likewise, that the incidental expenses connected with the meeting and proceedings of each County Board of Public Instruction shall be provided for by the Municipal Council of such county.

Trustees of the County Grammar School and Local Superintendents to constitute a County Board of Public Instruction.
More than one County Board may be appointed in certain cases.
Quorum for the examination of Teachers and for other purposes.
Incidental expenses to be defrayed by the County Council.

XXIX. And be it enacted, That it shall be the duty of each County Board of Public Instruction:

Duties of County Boards.

Firstly. To meet not less than four times a year; to determine the time and places of its own meetings, and the order of its proceedings, and the manner of recording them.

To meet quarterly, &c.

Secondly. To examine and give certificates of qualification to teachers of Common Schools, arranging such teachers into three classes, according to their attainments and ability, as shall be prescribed in a programme of examination and instructions to be provided according to law; also to annul any such certificate as it shall judge expedient: Provided always, that no certificate of qualification shall be given to any person as a teacher who shall not furnish satisfactory proof of good moral character; nor to any person who shall not, at the time of applying for such certificate of qualification, be a natural born or naturalized subject of Her Majesty,

To examine and give certificates of qualification to Teachers.
Teacher must give proof of good moral character; must be a British subject.

or who shall not produce a certificate of having taken the oath of allegiance to Her Majesty, before some one of Her Majesty's Justices of the Peace for the county in which he shall be a resident; and all Justices of the Peace are hereby authorized to administer such oath of allegiance: Provided also, that any such certificate of qualification shall be general, as regards the county, or limited as to time or place, at the pleasure of the majority of the members of the County Board of Public Instruction present at such examination: Provided likewise, that every such certificate shall have the signature of at least one Local Superintendent of Schools.

Certificate may be general or limited.

Must have the signature of one Local Superintendent.

Thirdly. To select (if deemed expedient) from a list of text-books recommended or authorized by the Council of Public Instruction, such books as they shall think best adapted for use in the Common Schools of such county or circuit; and to ascertain and recommend the best facilities for procuring such books.

To select text-books for Schools from the general authorized list.

Fourthly. To adopt all such lawful means in their power as they shall judge expedient, to advance the interests and usefulness of Common Schools, to promote the establishment of school libraries, and to diffuse useful knowledge in such county or circuit.

To promote the interests of Schools and the diffusion of useful knowledge.

VII. Duties of Local Superintendents of Schools.

XXX. And be it enacted, That each Local Superintendent of Common Schools, appointed as provided for in the twenty-seventh section of this Act, shall be entitled, annually, to not less than one pound currency per school placed under his charge, together with any additional remuneration or allowance which the Council appointing him shall grant; and such Superintendent shall be paid the same in quarterly instalments by the County Treasurer.

Local Superintendent of Schools to be entitled to not less than £1 per School under his charge.

To be paid quarterly.

XXXI. And be it enacted, That it shall be the duty of each Local Superintendent of Schools:

Duties of Local Superintendents.

Firstly. As soon as he shall have received from the County Clerk a notification of the amount of money apportioned to the township or townships within the limits of his charge, to apportion the same among the several school sections entitled to receive it, (unless otherwise instructed by the Chief Superintendent of Schools), according to the rates of the average attendance of pupils attending each Common School, (the mean attendance of pupils for both summer and winter being taken), as compared with the whole average number of pupils attending the Common Schools of such township.

To distribute the Common School Fund among the several School Sections according to the ratio of attendance, unless otherwise directed.

Secondly. To give to any qualified teacher, and to no other, on the order of the Trustees of any School Section, a cheque upon the County Treasurer or Sub-treasurer, for any sum or sums of money apportioned and due to such section: Provided always, that he shall not pay any such order of the Trustees of any School Section, from whom no satisfactory annual school report shall have been received for the year ending the last day of the December preceding; nor unless it shall appear by such report that a school has been kept by a qualified teacher in such section for at least six months during the year ending at the date of such report: Provided also, that the foregoing condition shall not apply to the order or orders of Trustees in any new school section, for money apportioned and due to such section.

To give cheques to Teachers upon the County Treasurer for School moneys. Conditions of giving such cheques.

Such conditions not to apply to new Sections.

Thirdly. To visit each Common School within his jurisdiction, at least once in each quarter; and at the time of each such visit to examine into the state and condition of the school, as respects the progress of the pupils in learning, the order

To visit each School at least once a-quarter.

and discipline observed, the system of instruction pursued, the mode of keeping the school registers, the average attendance of pupils, the character and condition of the building and premises, and to give such advice as he shall judge proper. Duties at such visitations.

Fourthly. To deliver in each school section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education; and to do all in his power to persuade and animate parents, guardians, trustees and teachers, to improve the character and efficiency of the Common Schools, and secure the univesral and sound education of the young. To deliver a public lecture in each School Section at least once a-year. Other duties.

Fifthly. To see that all the schools are managed and conducted according to law; to prevent the use of unauthorized, and to recommend the use of authorized books in each school; to acquire and give information as to the manner in which such authorized books can be obtained, and the economy and advantages of using them. To enforce the law. To recommend the use of authorized text-books, &c.

Sixthly. To attend the meetings of the County Board of Public Instruction; to meet and confer with the Chief Superintendent of Schools at such time and place as he may appoint when making an official visit to such county, for the promotion of the interests of education. To attend the meetings of the County Board of Public Instruction, &c.

Seventhly. To attend the arbitrations, and to meet the Townreeves as provided for in the twelfth and eighteenth sections of this Act; to decide upon any other questions of difference which may arise between interested parties under the operation of this or any preceding Act, and which may be submitted to him: Provided always, that he may, if he shall deem it advisable, refer any such question to the Chief Superintendent of Schools: Provided also, that any aggrieved or dissatisfied party, in any case not otherwise provided for by this Act, shall have the right of appeal to the Chief Superintendent of Schools. To attend arbitrations. To decide other questions of dispute. Or refer them to the Chief Superintendent of Schools. Proviso: Parties may appeal in certain cases.

Eighthly. To suspend the certificate of qualification of any teacher, for any cause which shall appear to him to require it, until the next ensuing meeting of the County Board of Public Instruction, where the case shall be disposed of in such manner as a majority of the members present shall think proper: Provided always, that due notice shall be given to the teacher suspended of such meeting of the County Board: Provided also, that the cancelling or suspension of a teacher's certificate of qualification, shall release his School Trustees from any obligation to continue him in their employment. To suspend certificates of qualification in certain cases. The cancelling or suspension of a Teacher's certificate to release his Trustees from their agreement.

Ninthly. To act in accordance with the regulations and instructions which shall be provided according to law; to give any information in his power (when desired) to the Chief Superintendent of Schools, respecting any Common School matter within his jurisdiction; to furnish the County Auditors, when required, with the Trustees' orders as the authority for his cheques upon the County or Sub-treasurer for school moneys; to deliver copies of his official correspondence and all school papers in his custody, to the order of the County Council on retiring from office. To observe regulations and instructions. To give information to the Chief Superintendent. To account to the County auditors, &c.

Tenthly. To prepare and transmit to the Chief Superintendent of Schools, on or before the first day of March, an annual report, which shall be in such form as shall be provided by the said Chief Superintendent, and which shall state:— To report annually to the Chief Superintendent.

1st.—The whole number of schools and school sections or parts of sections in each township within his jurisdiction. Contents of such report.

2nd. The number of pupils taught in each school over the age of five and under the age of sixteen years; the number between the ages of sixteen and twenty- Number of Schools, &c.

Number of children of school age, &c.

one years; the whole number of children residing in each section, or part of a section, over the age of five and under the age of sixteen years.

Time of keeping the schools open; branches taught, &c.

3rd.—The length of time a school shall have been kept in each such section or parts of sections, by a qualified teacher; the branches taught, the number of pupils in each branch, and the books used; the average attendance of pupils, both male and female, in summer and in winter.

The amount of moneys received and expended. &c.

4th.—The amount of moneys which have been received and collected in each section or part of section—distinguishing the amount apportioned by the Chief Superintendent of Schools, the amount received from county assessment, the amount raised by Trustees, and the amount from any other and what source or sources; also how such moneys have been expended, or whether any part remains unexpended, and from what causes; the annual salary of teachers, male and female, with and without board.

The number of School visits and lectures. Of School-houses, &c.

5th.—The number of his and other school visits during the year; the number of school lectures delivered; the whole number of school houses, their sizes, character, furniture and appendages, the number rented, the number erected during the year, and of what character, and by what means.

Of teachers, &c.

Of private Schools, libraries, &c.

6th.—The number of qualified teachers, their standing, sex, and religious persuation; the number, so far as he may be able to ascertain, of private schools, the number of pupils and subjects taught therein; the number of libraries, their extent, how established and supported: also, any other information which he may possess respecting the educational state, wants and advantages in each township of his charge, and any suggestions which he shall think proper to make with a view to the improvement of schools and diffusion of useful knowledge.

VIII. School Visitors and their Duties.

Who shall be School Visitors.

XXXII. And be it enacted, That all Clergymen recognized by law, of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils and Aldermen, shall be School Visitors in the townships, cities, towns and villages where they shall respectively reside: Provided always, that persons holding the Commission of the Peace for the county only, shall not be School Visitors within towns and cities: Provided also, that each Clergyman shall be a School Visitor in any township, town or city where he may have pastoral charge.

Proviso: as to County Magistrates.

School Visitors authorized to visit the Schools, attend examinations, and examine into the state of each School, &c.

XXXIII. And be it enacted, That it shall be lawful for each of said School Visitors, to visit, as far as practicable, all the Public Schools in such township, city, town or village; especially to attend the quarterly examinations of schools, and, at the time of any such visit, to examine the progress of the pupils, and the state and management of the school, and to give such advice to the teachers and pupils, and any others present, as he may think advisable, in accordance with the regulations and instructions which shall be provided in regard to School Visitors according to law: Provided always, that a general meeting of such Visitors may be held at any time or place which may be appointed by any two Visitors, on sufficient notice being given to the other Visitors in the township, city, town or village; and it shall be lawful for such Visitors, thus assembled, to devise such means as they may deem expedient for the efficient visitation of the schools, and to promote the establishment of libraries and the diffusion of useful knowledge.

Proviso: General meetings may be called.

Duties and objects of such meetings.

IX. Duties of the Chief Superintendent of Schools.

XXXIV. And be it enacted, That the Governor may, from time to time, by Letters Patent under the Great Seal of the Province, appoint a fit and proper person to be Chief Superintendent of Schools for Upper Canada, who shall hold his office during pleasure, and shall receive a salary of the same amount as that now provided by law, or as may hereafter be provided by law, for the Superintendent of Education in Lower Canada; and shall be responsible to, and subject to the direction of, the Governor General, communicated to him through such Department of Her Majesty's Provincial Government, as by the Governor may be directed in that behalf; and shall account for the contingent expenses of his office, as provided in respect of other public offices; and shall be allowed two Clerks, who shall receive the same salaries as are or shall be by law attached to similar offices in the education law for Lower Canada, to commence from the first of July, one thousand eight hundred and fifty.

Chief Superintendent of Schools.

His salary.

To account for the contingent expenses of his office.

To be allowed two clerks; their salaries.

XXXV. And be it enacted, That it shall be the duty of the Chief Superintendent of Schools:

Duties of the Chief Superintendent.

Firstly. To apportion, annually, on or before the first day of May, all moneys granted or provided by the Legislature for the support of Common Schools in Upper Canada, and not otherwise appropriated by this Act, to the several counties, townships, cities, towns and incorporated villages therein, according to the *ratio* of population in each, as compared with the population of Upper Canada; or when the census or returns upon which such an apportionment is to be made, shall be so far defective, in respect to any county, township, city, town or village, as to render it impracticable for the Chief Superintendent to ascertain from such *data* the share of school moneys which ought then to be apportioned to such county, township, city, town or village, he shall ascertain, by the best evidence in his power, the facts upon which the *ratio* of such apportionment can be most fairly and equitably made, and make it accordingly.

To apportion all moneys granted by the Legislature for the support of Common Schools and in what ratio.

Secondly. To certify such apportionment made by him, to the Inspector General, so far as it relates to the several counties, cities, towns and incorporated villages in Upper Canada, and to give immediate notice thereof to the Clerk of each county, city, town and village interested therein, stating the time when the amount of moneys thus apportioned, will be payable to the Treasurer of such county, city, town or village.

To certify such apportionment to the Inspector General, and to the County Clerks.

Thirdly. To prepare suitable forms, and to give such instructions as he shall judge necessary and proper, for making all reports, and conducting all proceedings under this Act, and to cause the same with such general regulations, as shall be approved of by the Council of Public Instruction, for the better organization and government of Common Schools, to be transmitted to the officers required to execute the provisions of this Act.

To prepare suitable forms, &c., for executing the law, and transmit them to local School officers.

Fourthly. To cause to be printed from time to time, in a convenient form, so many copies of this Act, with the necessary forms, instructions, and regulations to be observed in executing its provisions, as he may deem sufficient for the information of all officers of Common Schools, and to cause the same to be distributed for that purpose.

To cause copies of the School law, regulations, &c., to be printed and distributed as occasion may require.

Fifthly. To see that all moneys apportioned by him, be applied to the objects for which they were granted; and for that purpose to decide upon all matters and

To see that all School moneys apportioned by

him are duly applied.

To direct the disposal of balances of such moneys in certain cases and under certain conditions.

complaints submitted to him, (and not otherwise provided for by this Act,) which involve the expenditure of any part of the School Fund; and to direct the application of such balances of the School Fund, as may have been apportioned for any year and forfeited according to the provisions of this Act: Provided always, that such balances of the School Fund shall be expended in making up the salaries of teachers in the county to which they shall have been apportioned.

To appoint a Deputy and Special Inspectors in certain cases.

Sixthly. To appoint one of his Clerks as his Deputy, to perform the duties of his office in case of his absence; and to appoint one or more persons, as he shall from time to time deem necessary, to inspect any school, or examine into any school matter, in the county where such person or persons reside, and report to him: Provided, that no allowance or compensation shall be made to such Special Inspector or Inspectors for any service or services performed by him or them.

To superintend the Normal School, &c.

Seventhly. To take the general Superintendence of the Normal School; and to use his best endeavours to provide for and recommend the use of uniform and approved text-books in the schools generally.

To promote the establishment of School Libraries, &c.

Eighthly. To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several counties, townships, cities, towns and villages; to provide and recommend the adoption of

To collect and diffuse useful information.

suitable plans of school houses, with the proper furniture and appendages; and to collect and diffuse useful information on the subject of education generally, among the people of Upper Canada.

To submit to the Council of Public Instruction, books, manuscripts, &c.; and general regulations, &c.

Ninthly. To submit to the Council of Public Instruction all books or manuscripts which may be placed in his hands with a view of obtaining the recommendation or sanction of such Council, for their introduction as text-books or library books; and to prepare and lay before the Council of Public Instruction for its consideration, such general regulations for the organization and government of Common Schools, and the management of School Libraries as he shall deem necessary and proper.

To apportion School Library Fund.

Tenthly. To apportion whatever sum or sums of money shall be provided by the Legislature for the establishment and support of School Libraries: Provided always, that no aid shall be given towards the establishment or support of any

Condition of such apportionment.

School Library unless an equal amount be contributed and expended from local sources for the same object.

To appoint Teachers' Institutes, and prepare rules and instructions for regulating their proceedings.

Eleventhly. To appoint proper persons to conduct County Teachers' Institutes, and to furnish such rules and instructions as he shall judge advisable in regard to the proceedings of such Institutes and the best means of promoting their objects, in elevating the profession of school teaching and increasing its usefulness.

To account for moneys, &c.

Twelfthly. To be responsible for all moneys paid through him in behalf of the Normal and Model Schools, and to give such security for the same as shall be required by the Governor; and to prepare and transmit all correspondence which shall be directed or authorized by the Council of Public Instruction for Upper Canada.

To report annually to the Governor.

Thirteenthly. To make annually to the Governor, on or before the first day of July, a report of the actual state of the Nomal, Model and Common Schools throughout Upper Canada, showing the amount of moneys expended in connexion with each, and from what sources derived, with such statements and suggestions for improving the Common Schools and the Common School laws, and promoting education generally, as he shall deem useful and expedient.

X. Constitution and Duties of the Council of Public Instruction.

Council of Public Instruction. To consist of 9 persons including the Chief Superintendent.

XXXVI. And be it enacted, That the Governor shall have authority to appoint not more than nine persons (of whom the Chief Superintendent of Schools shall be one) to be a Council of Public Instruction for Upper Canada, who shall hold their office during pleasure, and shall be subject from time to time to all lawful orders and directions in the exercise of their duties, which shall, from time to time, be issued by the Governor.

Mode of providing for the meetings of such Council; of calling the first meeting and any special meeting.

XXXVII. And be it enacted, That the Chief Superintendent of Schools shall provide a place for the meetings of the Council of Public Instruction, and shall call the first meeting of the Council, and shall have authority to call a special meeting at any time by giving due notice to the other members; that the expenses attending the proceedings of the said Council shall be accounted for by the Chief Superintendent of Schools as part of the contingent expenses of the Education Office; that the Senior Clerk in the Education Office shall be Recording Clerk to the said Council, shall enter all its proceedings in a book kept for that purpose, shall, as may be directed, procure the books and stationery for the Normal and Model Schools, and shall keep all the accounts of the said Council.

Recording Clerk to the Council;

His duties.

Duties of the Council of Public Instruction.

XXXVIII. And be it enacted, That it shall be the duty of the said Council of Public Instruction, (three members of which, at any lawful meeting, shall form a *quorum* for the transaction of business):

To regulate its own proceedings.

Firstly. To appoint a Chairman, and establish the times of its meetings, and the mode of its proceedings; which Chairman shall be entitled to a second or casting vote in cases of an equality of votes on any question.

To provide for the establishment and efficiency of the Normal School.

Secondly. To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one or more Model Schools for the instruction and training of teachers of Common Schools in the science of education and art of teaching.

To make rules for the Normal School, and to prescribe terms of admission.

Thirdly. To make, from time to time, the rules and regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which students shall be received and instructed therein; to select the location of such school, and erect or procure and furnish the buildings therefor; to determine the number and compensation of teachers, and all others who may be employed therein; and to do all lawful things which such Council shall deem expedient to promote the objects and interests of such school.

To erect Normal School buildings.

To appoint Teachers. &c.

To make regulations for the organization and government of Common Schools,

Fourthly. To make such regulations from time to time as it shall deem expedient for the organization, government and discipline of Common Schools; the classification of Schools and Teachers, and for School Libraries throughout Upper Canada.

To examine and recommend books for Schools, and for School Libraries.

Fifthly. To examine, and, at its discretion, recommend or disapprove of text-books for the use of schools, or books for School Libraries: Provided always that no portion of the Legislative School Grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and public notice given of such disapproval.

Proviso.

To account annually to the Governor.

Sixthly. To transmit annually, through the Chief Superintendent of Schools, to the Governor, to be laid before the Legislature, a true account of the receipt and expenditure of all moneys granted for the establishment and support of the Normal School.

XI. Miscellaneous Provisions.

£1500 per annum, granted for the Normal School.

XXXIX. And be it enacted, That a sum not exceeding fifteen hundred pounds per annum shall be allowed out of the Legislative School Grant for the salaries of officers and other contingent expenses of the Normal School; and that a sum not

£1000 per annum to facilitate the attendance of Teachers in training.

exceeding one thousand pounds per annum be allowed out of the said grant to facilitate the attendance of teachers-in-training at the Normal School, under such regulations as shall, from time to time, be adopted by the Council of Public Instruction.

What moneys to constitute the Common School Fund.

XL. And be it enacted, That the sum of money apportioned annually by the Chief Superintendent of Schools to each County, Township, City, Town or Village, and at least an equal sum raised annually by local assessment, shall constitute the

Conditions of its apportionment.

Common School Fund of such County, Township, City, Town, or Village, and shall be expended for no other purpose than that of paying the salaries of qualified teachers of Common Schools: Provided always, that no County, City, Town or Village shall be entitled to a share of the Legislative School Grant without raising by assessment, a sum at least equal (clear of all charges for collection) to the share of the said School Grant apportioned to it; and provided also, that should the Municipal Corporation of any County, City, Town or Village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Schools shall deduct a sum equal to the deficiency, from the apportionment to such County, City, Town or Village in the following year.

Certain sums to be expended for the establishment of School Libraries, &c. under certain regulations.

XLI. And be it enacted, That it may and shall be lawful for the Governor in Council, to authorize the expenditure annually, out of the share of the Legislative School Grant coming to Upper Canada, of a sum not exceeding three thousand pounds, for the establishment and support of School Libraries, under such regulations as are provided for by this Act; of a sum not exceeding twenty-five pounds in any County or Riding for the encouragement of a Teachers' Institute, under the regulations hereinbefore provided; and of a sum not exceeding two hundred pounds in any one year to procure plans and publications for the improvement of School Architecture and practical Science in connexion with the Common Schools: Pro-

Proviso: the amount heretofore apportioned in aid of Common Schools not to be lessened.

vided always, that the amount heretofore apportioned in aid of Common Schools to the several Counties, Cities, Towns and Villages in Upper Canada, shall not be lessened by the appropriation of such sums, but they shall be taken out of any additional amount awarded to Upper Canada, out of the said Grant, in consideration of the increase of its population in proportion to that of the whole Province.

The moneys apportioned annually in aid of Common Schools to be payable the first day of July.

XLII. And be it enacted, That the sum of money annually apportioned in aid of Common Schools in the several Counties, Cities, Towns and Villages in Upper Canada, shall be payable on or before the first day of July, in each year, to the Treasurer of each County, City, Town and Village, in such way as the Governor in Council shall from time to time direct.

Protection of the Common School Fund against loss.

XLIII. And be it enacted, That if any part of the Common School Fund shall be embezzled or lost through the dishonesty or faithlessness of any party to whom it shall have been entrusted, and proper security against such loss shall not have been taken, the person or persons whose duty it was to have exacted such security, shall be responsible for the sum or sums thus embezzled or lost, and the same may be recovered from them by Civil Suit in any Court of Law having jurisdiction to the amount claimed, by the party or parties entitled to receive such sum or sums,

or at the suit of the Crown. Provided always, that if any Secretary-treasurer appointed by the School Trustees of any school division, or any person having been such Secretary-treasurer, and having in his possession any books, papers, chattels, or moneys, which shall have come into his possession, as such Secretary-treasurer, shall wrongfully withhold or refuse to deliver up, or to account for and pay over the same or any part thereof to such person, and in such manner as he may have been lawfully directed by any majority of the School Trustees for such School division then in office, such withholding or refusal shall be a misdemeanor; and upon the application of the majority of such Trustees, supported by affidavit of such wrongful withholding or refusal made by them before some Justice of the Peace to the Judge of the County Court, such Judge shall thereupon make an order that such Secretary-treasurer or person having been such, do appear before such Judge at a time and place to be appointed in such order, which shall, by a Bailiff of any Division Court, be personally served on the party complained against, or left with a grown up person at his residence, and at the time and place so appointed, the Judge being satisfied that such service has been made, shall in a summary manner and whether the party complained of do or do not appear, hear the complaint; and if he shall be of opinion that the complaint is well founded, he shall order the party complained of to deliver up, account for and pay over the books, papers, chattels, or moneys, as aforesaid, by a certain day, to be named by the Judge in such order, together with reasonable costs incurred in making such application, as the Judge may tax, and in the event of a noncompliance with the terms specified in the said order or any or either of them, then to order the said party to be forthwith arrested by the Sheriff of any County in which such party shall be found, and be by him committed to the Common Gaol of his County, there to remain without bail or mainprize until such Judge shall be satisfied that such party has delivered up, accounted for or paid over the books, papers, chattels, or moneys in question in the manner directed by the majority of the Trustees as aforesaid, upon proof of his having done which, such Judge shall make an order for his discharge, and he shall be discharged accordingly; provided always, that no proceeding under this proviso shall be construed to impair or affect any other remedy which the said Trustees may have against such Secretary-treasurer, or person having been such, or his sureties.

Proviso. Proceedings if any Secretary-Treasurer shall wrongfully withhold chattels, moneys, &c.

XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification which shall be valid in any part of Upper Canada, until revoked according to law; Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

Provincial Certificates of qualification granted to Teachers under certain circumstances.

Proviso.

XLV. And be it enacted, That no part of the salaries of the Chief or Local Superintendents of Schools, nor of any other persons employed, or expenses incurred, in the execution of this Act, shall be paid out of the Common School Fund, which shall, wholly and without diminution, be expended in the payment of teachers' salaries, as hereinbefore provided.

Salaries of Superintendents and other expenses how paid.

XLVI. And be it enacted, That any person who shall wilfully disturb, interrupt, or disquiet the proceedings of any school meeting authorized to be held by this Act, or any school established and conducted under its authority, shall, for each offence, forfeit for Common School purposes, to the School Section, city, town or village, within the limits of which such offence shall have been committed, a sum not

Punishment of persons disturbing meetings, &c.

exceeding five pounds, and may be prosecuted before any Justice of the Peace, by any person whatever, and convicted on the oath of one credible witness other than the prosecutor, and if convicted, the said penalty shall, if not forthwith paid, be levied with costs by distress and sale of the goods and chattels of the offender, under warrant of such Justice, and paid over by him to the School Treasurer of such a Section, city, town or village; or the said offender shall be liable to be indicted and punished for the same as a misdemeanor.

Provisions for holding the first elections in cities and towns.

XLVII. And be it enacted, That the first election of Trustees in all the cities and towns in Upper Canada, as provided for in the twenty-second section of this Act, shall commence at ten of the clock in the forenoon of the first Tuesday in September, one thousand eight hundred and fifty, and that the places of election in the several wards of each city or town, together with the name of the Returning Officer for each such ward, shall be duly notified, by causing notices to be put up in at least three public places in each such ward, and not less than six days before such election, by the Mayor of each city and town respectively: Provided always, that the School Trustees then elected in each city and town, shall be subject to all the obligations which have been contracted by the present School Trustees of such city or town; and shall be invested with all the powers conferred by this Act on School Trustees of cities and towns for the fulfilment of such obligations, and for the performance of all other duties imposed by this Act.

Interpretation clause.

XLVIII. And be it enacted, That the Interpretation Act shall apply to this Act; that the word "Teacher," shall include female as well as male teachers; that the word "Townships" shall include Unions of Townships made for municipal purposes; and the word "County" shall include Unions of Counties for municipal purposes.

IV.—Forms and Instructions for executing the provisions of the Common School Act, 13th and 14th Victoria, chapter 48. By the Chief Superintendent of Schools. Authorized and required by the third clause of the thirty-fifth section of said Act.

CONTENTS.

Chap. I. Forms for Trustees: 1. Notice of a first Section meeting. 2. Intimating the election of Trustees. 3 and 4. Notice of an annual meeting. 5 and 6. Notice of special meetings. 7. Form of Agreement between Trustees and Teacher; 8. of Warrant and Rate-bill; 9. of Collector's receipt; 10. of Trustees' order on Superintendent; 11. of Deed for School site; 12. of Trustees' annual report.

II. Forms for Teachers: 1. Of Teacher's receipt; 2. Notice of quarterly examinations; 3. Teacher's register.

III. Forms for Township Councils: Of Clerk's notice to the person appointed to call a first Section meeting; 2 and 3. Of intimating alterations in Sections.

IV. Forms and Instructions for Councils and Trustees in Cities, Towns, and Villages.

V. Forms and Instructions for County Councils, Boards of Public Instruction, and local Superintendents of Schools.

Chapter I. Forms for Trustees, and for the calling of School Section Meetings, &c., In conformity with the Common School Act, 13th and 14th Victoria, chap. 48, section 4–14.

Section 1.—*Form of Notice of a first School Section Meeting.*

School Notice.

The undersigned informs the freeholders and householders concerned, that the Municipal Council of this township has formed a part of the township into a school section, to be designated School Section, No. , and to be limited and known as follows:—[*Here insert the description of the Section.*]

The undersigned having been authorized and required by the Municipal Council to appoint the time and place of holding the first meeting, for the election of Trustees for the school section above described, hereby notifies the freeholders and householders of said school section, that a public meeting will be held at on the of , at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons as School Trustees of the said section, as required by the School Act, 13th and 14th Vict., chap. 48, sect. 4.

Given under my hand, this day of , 18 . [*Name*]

Remarks.—Should the person authorized and appointed by the Municipal Council to call the first school section meeting refuse or neglect to do so, he subjects himself to a penalty of one pound five shillings, recoverable for the purposes of such school section; and, then, any two householders are authorized, within twenty days, on giving six days' notice, to call a meeting for the election of Trustees. The form of their notice—to be posted in at least three public places in the school section concerned, and at least six days before the time of holding such meeting—should be as follows:—

SCHOOL NOTICE.

In conformity with the 9th section of the Common School Act, 13th and 14th Vict., chap. 48, the undersigned, householders of School Section No. , in the township of hereby give notice to the freeholders and householders of said school section, that a public meeting will be held at , on the of , at the hour of 10 o'clock in the forenoon, for the purpose of electing School Trustees for the said section.

Dated this day of 18 .

A. B. }
C. D. } Householders.

SECTION 2.—*Form of Notice, signed by the Chairman and Secretary of a School Section Meeting, to be transmitted by the Secretary to the Local Superintendent of Schools, intimating the election of one or more persons as Trustee or Trustees.*

[*Place and Date.*]

SIR,—In conformity with the Common School Act, 13th and 14th Vict., chap. 48, sect. 5, we have the honor to inform you that, at a meeting of the freeholders and householders of School Section No. , in the township of , held according to law, on the day of , [*Here insert the name or names or address of the person or persons elected*] chosen School [*Trustee or Trustees*] of said section.

We have the honor to be, Sir,
Your obedient Servants,
D. E., Chairman.
F. A., Secretary.

To the Local Superintendent of Schools.

SECTION 3.—*Form of a Notice of an ordinary* ANNUAL *School Section Meeting, pursuant to the 12th clause of the 12th section of the School Act, 13th and 14th Vict., chap. 48.*

SCHOOL NOTICE.

The undersigned, Trustees of School Section, No. , in the township of , hereby give notice to the freeholders and householders of said school section, that a public meeting will be held at , on the second Wednesday in January, 18 , at the hour of ten of the clock in the forenoon, for the purpose of electing a fit and proper person as a School Trustee for said section.

Dated this day of , 18

A. B., }
C. D., } Trustees of School Section No.
E. F., }

REMARKS.—The above notice should be signed by a majority of the existing or surviving Trustees, and posted in at least three public places of the school section, at least six days before the holding of the meeting. The manner of proceeding at the annual meeting is prescribed in the 6th section of the Act.

Should the Trustees neglect to give the prescribed notice of the annual section meeting, they forfeit each the sum of one pound five shillings, recoverable for the purposes of the school section; and then any two householders of the school section are authorized within twenty days, on giving six days' notice, to call such meeting. Their form of notice should be as follows:—

SECTION 4.—*Form of Notice of an* ANNUAL *School Section Meeting to be given by two Householders.*

SCHOOL NOTICE.

The Trustees of School Section, No. , in the township of , having neglected to give notice of the annual school section meeting, as prescribed by the 12th clause of the 12th section of the Common School Act, the undersigned hereby give notice to the freeholders and householders of the said school section that a public meeting will be held at , on , the day of , at ten of the clock in the forenoon, for the purpose of electing a fit and proper person as Trustee, as directed by law.

Dated this day of , 18 .

A. B., } Householders,
C. D., } School Section No. .

REMARK.—The mode of proceeding at a school meeting thus called is prescribed in the 6th section of the Act.

SECTION 5.—*Form of Notice of a School Meeting to* FILL UP A VACANCY *created by the death, permanent absence, incapacity from sickness, refusal to serve, resignation, &c., on the part of a Trustee.*

SCHOOL NOTICE.

Notice is hereby given to the freeholders and householders of School Section, No. , in the township of that a public meeting will be held at , on the day of , at the hour of ten of the clock in the forenoon, for the purpose of electing a fit and proper person as School Trustee, in the place of , [*deceased removed, incapacitated from sickness, absent, resigned, or who has refused to serve, as the case may be.*]

Dated this day of , 18 .

A. B., } Surviving Trustees, or Trustee,
C. D., } [*as the case may be*]

REMARKS.—A Trustee who refuses to serve when elected, forfeits the sum of one pound five shillings; but having accepted office, if he shall at any time refuse or neglect to perform the duties of that office he shall forfeit the sum of five pounds, recoverable for the purposes of the school section; but a Trustee cannot be re-elected without his own consent. (See 8th section of the Act.) The mode of proceeding at a meeting called as above is the same as at an ordinary annual school section meeting, and is prescribed in the 6th section of the Act.

SECTION 6.—*Form for Trustees calling* SPECIAL *Meetings.*

SPECIAL SCHOOL NOTICE.

Notice is hereby given to the freeholders and householders of School Section, No. , in the township of , that a public meeting will be held at , on the day of , at the hour of of the clock in for the purpose [*Here state the object or objects of the meeting.*]

Dated this day of , 18 .

A. B., }
C. D., } Trustees.
E. F., }

REMARKS.—It belongs to the office of *Trustees* to determine the *amount* of the teacher's salary and all other expenses connected with the school; but it appertains to the majority of the freeholders and householders of each school section, at the annual meeting or at a public meeting called for that purpose, to decide as to the

manner in which such expenses shall be provided for, whether by voluntary subscription, by rate bill on parents or guardians sending children to the school, or by rate on all the freeholders and householders of the school section according to property. But should not a sufficient sum be thus provided to meet the expenses incurred for school purposes, the Trustees are authorized by the latter part of the 7th clause of the 12th section, to provide the balance in such manner as they may think proper. But for all the money received and expended by them, the Trustees must account annually to their constituents, as prescribed in the 18th clause of the 12th section. Besides calling annual school section meetings, Trustees are authorized to call special meetings to consider the site and erection of a school house, the mode of raising a teacher's salary, or for any school purpose whatever. *The object or objects of each school meeting should be invariably stated in the notices calling it;* and the notices calling any school meeting, should in all cases be put up six days before holding such meeting. One form is sufficient for calling a special school section meeting of any kind.

SECTION 7.—*Form of Agreement between Trustees and Teacher.*

WE, the undersigned, Trustees of School Section, No. , in the township of , by virtue of the authority vested in us by the 5th clause of the 12th section of the School Act, 13th and 14th Vict., chap. 48, have chosen [*here insert the teacher's name*] who holds a certificate of qualification, to be a teacher in said school section; and WE do hereby contract with and employ him, at the rate of [*here insert the sum in words, in currency*] per annum, from and after the day hereof; and we further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act to collect and pay the said teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said teacher [*quarterly, &c., as the case may be.*] And the said Teacher hereby contracts and binds himself to teach and conduct the school, in said school section, according to the regulations provided for by the said School Act. This agreement to continue [*here insert the period of agreement*] from the date thereof.

Dated this day of , 18 . [*Seal.*] A. B., C. D., E. F. } Trustees.

(Witness,) O. K.

G. H., Teacher.

REMARKS.—This agreement should be signed by, at least, *two* of the Trustees and the *teacher*, and must have the coporate *seal* attached to it, or, in case of a dispute, the Trustees may be made *personally* responsible for their agreement with the teacher. It should also be entered in the Trustees' book, and a copy of it given to the teacher. The Trustees being a Corporation, their agreement with their teacher is binding upon their successors in office; and should they refuse or wilfully neglect to exercise the corporate powers vested on them, they would be personally liable for the amount due a teacher—See 16th clause of the 12th section. As to the mode of settling disputes between Trustees and a teacher, see the 17th section. And, on the other hand, the teacher is equally bound to faithfulness in the performance of his duties according to law. See section 16; and clause 8 of section 31.

SECTION 8.—*Form of Warrant for the Collection of School Fees.*

We, the undersigned, Trustees of School Section, No. , in the township of , in the county of , by virtue of the authority vested in us by the 8th clause of the 12th section of the Act 13th and 14th Vict., chap. 48, hereby authorize and require you (*here insert the name and residence of the person appointed to collect the rate-bill*), after ten days from the date hereof, to collect from the several individuals in the annexed rate-bill, for the period therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days

from the date hereof, the amount collected, after retaining your own fees, to the Secretary-treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorized and required to levy the amount by distress and sale of the goods and chattels of the person or persons making default.

Given under our hands this day of , 18 . A. B., C. D., E. F., } Trustees.

To the Collector of the School Section No. , township of .

Form of Rate-bill, as authorized by the second and eighth clauses of the 12th section of the Act, to be annexed to the foregoing Warrant.

RATE-BILL of persons liable for School Fees in School Section No. , in the township of , for the [*month or quarter, &c.*,] commencing the day of , and ending the day of , 18 .

Names of PARENTS or GUARDIANS.	Number of children attending School.	Amount of rate-bill per [month or quarter, &c.,] for tuition.			Amount of rate-bill per [month or quarter,] for fuel, rent, &c.			Amount of Collector's fees at five per cent.			Total amount of rate-bill for the [month or quarter,] &c.		
		£.	s.	d.	£	s.	d.	£.	s.	d.	£.	s.	d.

Given under our hands this day of , 18 . A. B., C. D., E. F., } Trustees.

SECTION 9.—*Form of Receipt to be given by the Collector on receiving the amount named in the Rate-bill.*

RECEIVED from [*here insert the person's name*] the sum of [*here write the sum in words*] being the amount of his [*or her*] rate-bill for the [month or quarter, &c.] ending on the day of ; 18 .

Dated this day of 18 . A. B., Collector.

EXPLANATORY REMARKS *on the Imposition and Collection of Rate-bills, &c.*—1. The Collector should take a receipt from the Secretary-treasurer for all moneys paid him. The Secretary-Treasurer should also take a receipt from the teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The Trustees can raise the school fees by voluntary subscription, if they please. They can also appoint the school teacher to act as Collector, if he he chooses to accept of the appointment, and to give the required security. The Trustees can also, if they judge it expedient, impose any rate-bill which they may think necessary for renting and repairing and furnishing a school house, or for the teacher's salary, upon the inhabitants of their school section, or they can apply to the Municipality of their township to impose and collect such rate for those purposes.

3. As the school accounts of each year must be kept separate by the Chief Superintendent of Schools, so must the rate-bills. The rate-bills and warrants can be made out for a month, or for one or more quarters of a year, at the same time, as the Trustees may think expedient.

4. Those parents and guardians who pay the rate-bills to the Secretary-Treasurer or Collector *within ten days* from the date of such rate-bill, and without being called upon for it, will be exempt from paying the Collector's fees.

5. The Collector, by virtue of the warrant from the Trustees, can enforce payment of the rate-bill by distress and the sale of goods, from any person who resides, or has goods and chattels within the limits of the school section. For the mode of proceeding by the Trustees in case of persons rated, who may not at the time of collecting the rate-bill reside or have goods and chattels within the limits of the school section, see *eleventh* clause of the 12th section of the Act.

6. The Trustees should make the apportionment for fuel *in money*, as one item in the rate-bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood—fixing the price per cord to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the school. In case any person should fail to pay the amount of his wood-bill in the manner and at the time prescribed by the Trustees, the payment should, of course, be enforced in the same manner as that of the school teacher's wages, and the amount thus collected paid for the purchase of wood.

SECTION 10.—*Form of Trustees' Order upon the Local Superintendent.*

To the Local Superintendent of Schools for the of :

PAY to [*here insert the teacher's name*] or Order, out of the School Fund apportioned to School Section No. , in the township of , the sum of [*here write the sum in words*].

Dated this day of , 18 .

A. B.,
C. D., } Trustees.
E. F.,

REMARKS.—No part of the School Fund is allowed to be paid for any other purpose than for the salary of the teacher; and the Local Superintendent is not authorized to give a cheque upon the County Treasurer or Sub-Treasurer to pay the School Fund moiety of a teacher's salary *to any other* than the teacher interested, or to some person authorized by the teacher to receive it.

SECTION 11.—*Form of Deed for the Site of the Common School House, Teacher's Residence, &c.*

THIS INDENTURE, made the day of , in the year of our Lord one thousand eight hundred and , in pursuance of the Act to facilitate the conveyance of real property, between , of the township [*village, town, or city*] of , in the county of , and Province of Canada, of the first part, and the Trustees of School Section Number , in the township of , in the county of , and Province aforesaid, on the second part,

WITNESSETH, that in consideration of , of lawful money of Canada, now paid by the Trustees of the school section aforesaid to the said party of the first part, who hereby grants unto the Trustees of the school section aforesaid, their successors and assigns for ever, all that parcel of land [*Here insert the description of the land, &c.*]

IN TRUST for the use of a Common School, in and for School Section, Number , in the township of , in the county and Province aforesaid.

THE said COVENANTS with the Trustees of the school section aforesaid, that he hath the right to convey the said lands to the Trustees of the school section aforesaid. And that the Trustees of the school section aforesaid shall have quiet possession of the said lands, FREE FROM INCUMBRANCES. And the said COVENANTS with the Trustees of the school section aforesaid, that he will execute such further assurances of the said lands as may be requisite.

In witness whereof, the said parties hereto have hereunto set their hands and seals in the day and year before mentioned.

J. D., (*Seal.*)
F. H., S. M., I. B., } (*Seal.*) } Trustees.

Signed, sealed, and delivered in presence of
J. G., F. R., } Witnesses.

Remarks.—1. If the Grantor be a married man, his wife's name must be inserted in the deed, and this phrase added after the word "requisite": And , wife of the said , hereby bars her dower in the said lands.

2 When, however, the land has descended to the wife in her own right, she must, besides joining with her husband in the conveyance, appear before two Justices of the Peace, to declare that she has parted with her estate in the land intended to be conveyed, without any coercion or fear thereof by or on the part of her husband; and the certificates of such Justices must appear on the back of the conveyance the day of its execution. The form of the certificate is as follows:—

We, the undersigned Justices of the Peace for , do hereby certify that on this day of , one thousand eight hundred and , at , the within deed was duly executed in the presence of , by , wife of , one of the Grantors therein named; and that the said at the said time and place, being examined by us, apart from her husband, did appear to give her consent to, depart with her estate in the lands mentioned in the said deed, freely and voluntarily, and without coercion or fear of coercion on the part of her husband, or of any other person or persons whatsoever.

R. W—, J. P.
A. M—, J P.

3. If the deed be for the site of a school house in a city, town, or incorporated village, the words, "Board of School Trustees" for such city, town, or village, should be inserted instead of the words, "Trustees of School Section Number ," &c., in the foregoing form. See the 24th and 26th sections of the Act.

Section 12.—*Form of the Annual Report of School Trustees to the Local Superintendent of Schools.*

See Appendix No. XII.

Remarks.—A copy of a blank form of the Annual School Report to be filled up and forwarded to the Local Superintendent before the 15th of January in each year, will be furnished to each set of Trustees. For the items of information to be included in the Report, see the 19th clause of the 12th section of the Common School Act, 13th and 14th Vict, chap 48.

According to the *thirteenth section* of the Act, any Trustee wilfully signing a false report, will render himself liable to a severe penalty; and also, according to the *sixteenth clause* of the *twelfth section*, in the event of his refusing or wilfully neglecting, at any time, to perform his duty.

Remarks on the *Duties of Trustees* will be found in the *General Regulations*, Appendix, No. V, section 2; as well as the list of school books, maps, &c., authorized by the Council of Public Instruction for Upper Canada.

It is to be observed that, according to the *fifteenth clause* of the *twelfth section*, it is the duty of each Corporation of Trustees to *procure annually*, "for the benefit of their school section, *some periodical devoted to Education*." The price of such a periodical is, of course, to be charged by the Trustees to the contingent expenses of their school section, and included in the school rate.

Chapter II. Forms for Teachers of Common Schools.

Section 1.—*Form of a Teacher's Receipt.*

1.—Form of a receipt to parents or guardians on the payment of their rate-bill.

Received from [*here write the name of the pupil or person paying*] the sum of [*here write*

the sum in words] currency, in payment of the rate-bill due from [*here write the name of the person in whose behalf payment is made*] to School Section No. , in the township of , for the [month or quarter] ending the day of , 18 .

Dated this day of , 18 . A. B., Teacher.

REMARKS.—When the payment of the rate-bill is made by the parent or guardian concerned, the receipt should state it accordingly.

The payment of the rate-bill to the teacher within the time which may be prescribed by the Trustees, will exempt the person thus paying it from the payment of the Collector's fees. The teacher should, of course, apprise the Collector of all payments made to him, so that the Collector may not be at the trouble of calling upon such persons; and should the teacher not inform the Collector of such payments within the time prescribed by the Trustees, he should be liable to pay the Collector the usual fees for the unnecessary trouble imposed upon him by such teacher's neglect.

2.—Form of a receipt to Trustees.

RECEIVED from the Trustees of School Section No. , in the township of , the sum of [*here write the sum in words*] currency, in payment of my salary in part [*or in full*] for the [month or quarter] ending the day of , 18 . A. B., Teacher.

SECTION 2.—*Form of Teacher's Circular Notice of the Quarterly Examination of his School.*

School Section, No. .

, 18 .

SIR,—In conformity with the 3rd clause of the 16th Section of the Common School Act, 13th and 14th Vict., Chapter 48, the Quarterly Examination of the School Section No. , will be held on the of , when the pupils of this School will be publicly examined in the several subjects which they have been taught during the quarter now closing. The Exercises will commence at 9 o'clock, A. M., and you are respectfully requested to attend them.

I am, Sir, your obedient Servant,

A. B., Teacher.

To C. D., School Trustee, or Visitor.

REMARKS.—A copy of the above Notice ought to be sent to each of the Trustees, and to as many Visitors of the School Section as possible. Clergymen are School Visitors of any Township in which they have pastoral charge; all Judges, Members of the Legislature, Members of the County Council, and Justices of the Peace, are School Visitors of the Township in which they reside. The teacher should address a circular notice to those of them who reside within two or three miles of his school; he is, also, required to give notice, through his pupils, to their parents and guardians and to the neighbourhood, of the examination.

For Holidays and Vacations, see *General Regulations*, Appendix, No. V, sec. 1. For Remarks on the *Duties of Teachers*, see section 3.

SECTION 3.—*Teacher's School Register.*

A Blank Form of Register has been prepared, and may be procured at the Educational Depository. Price 1s. 3d. each, or 12s. 6d. per doz.

REMARKS.—As the *first clause* of the *thirty-first* section of the Act contemplates the distribution of the school money to the several sections of a Township according to the attendance of pupils at school, and not according to school population, the teacher who fails to keep a full and accurate account of the attendance of

pupils at his school, lessens the resources of the School Section. No teacher is entitled to his salary who neglects to keep a full and accurate school register. On the other hand, according to the *thirteenth* section of the Act, any teacher who shall keep a false School Register, or make a false School return, will render himself liable to a severe penalty.

The order of the Trustees delivered to a Local Superintendent will be the Superintendent's authority and receipt for the cheque upon the County or Sub-Treasurer, and that cheque will be the Treasurer's receipt for the amount specified on the face of it.

Chapter III. Forms for Township Councils.

Section 1.—*Form of Notice to be given by the Township Clerk to the person designated by the Municipal Authority to appoint the time and place of the first School Section Meeting.*

Township Clerk's Office,
, 18 .

Sir,—I have the honor to inform you, that in conformity with the 3rd clause of the 18th section of the Common School Act, 13th and 14th Vict., cap. 48, the Municipal Council of this Township has authorized and required you, within twenty days after receiving this notice, to appoint the time and place of holding the first School Meeting for the election of three Trustees for School Section No. , which School Section is bounded and may be known as follows: [*Here insert the description of it.*] Copies of your Notice are to be posted, in at least three public places in the School Section above described, at least six days before the time of holding such meeting.

I am, Sir,
Your obedient Servant,
A. B., Township Clerk.

Remarks.—In notifying the formation of several School Sections, or the formation of *parts of Sections*, the phraseology of the notices should be varied, at the discretion of the Township Clerk, and in accordance with the proceedings and directions of the Council.

The Notices of *School Assessments* and Assessments for the *erection and furnishing of School houses, for the purchasing of School Sites, &c.*, may be given in such a manner as the Council shall direct.

For *Form of Deed* for a School Site, &c., see chap. 1, sec. 12.

Section 2.—*Form of intimating to Trustees the alteration of their School Section.*

Township Clerk's Office,
, 18 .

Gentlemen,—In conformity with the 4th clause of the 13th section of the Common School Act, 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of this Township has altered the School Section of which you are Trustees, in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes will go into effect from and after the twenty-fifth day of next December, according to the 4th clause of the 18th section of the Act.

I am, Gentlemen,
Your obedient Servant,
A. B., Township Clerk.

To the Trustees of School Section No. .

Remark.—In giving notice of the formation of Union School Sections, see the remark at the end of the following section 3.

SECTION 3. *Form of intimating to the Local Superintendent of Schools the alteration of a School Section.*

TOWNSHIP CLERK'S OFFICE,
, 18 .

SIR,—In conformity with the 4th clause of the 18th section of the Common School Act, 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of this Township has altered School Section No. , in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes go into effect from and after the twenty-fifth day of next December, according to the 4th clause of the 18th section of the Act.

I am, Sir,
Your obedient Servant,
A. B., Township Clerk.

To the Local Superintendent of Schools.

REMARK.—When the Union School Section is formed or altered, as authorized by the 5th proviso of the 4th clause of the 18th section, the Clerk of the Township in which the school house of such Union Section is situated, should communicate the requisite notices to the parties concerned. See 6th proviso of the 4th clause of the 18th section, compared with the 4th section of the Act.

CHAPTER IV. FORMS AND INSTRUCTIONS FOR COUNCILS AND TRUSTEES IN CITIES, TOWNS, AND INCORPORATED VILLAGES.

1. The *forty-seventh and twenty-fifth* sections of the Act require the Mayors of cities and towns and the Town-reeves of incorporated villages to call the first school meetings in their respective Municipalities for the election of Trustees. The sections of the Act referred to are so explicit as to the manner in which such notices should be given, that it would be superfluous to insert any form for them in this place.

2. According to the *twenty-sixth* section and the *ninth clause* of the *twenty-fourth* section, the *annual* and *special* meetings for the election of Trustees, and for any other school purpose, are to be called by the Board of School Trustees of each city, town or incorporated village. The notices in every such case should be signed, in behalf of the Board of School Trustees, by the *Chairman* or *Secretary*,—should be given to the *taxable inhabitants* of the city, town, ward, or village concerned, and should specify the object of the meeting called. With these remarks, the forms for calling annual and special school meetings in townships by school Trustees, given in the *first chapter* of these Forms and Instructions, will afford a sufficient directory to Trustees in cities, towns and incorporated villages for calling similar meetings. The same reference may be made in respect to the forms of school rate-bills and agreements with teachers, as far as it may be thought expedient to adopt them.

3. School Trustees of cities, towns and incorporated villages, will also adopt such forms as they may think proper, in laying, from time to time, before their respective Councils estimates of the sums required by them for Common School purposes; likewise in preparing for publication the annual reports of their proceedings, as required by the *eleventh clause* of the *twenty-fourth* section. To facilitate the performance of the duty required by the latter part of the same clause, a *blank annual report* will be prepared and transmitted to the Board of School Trustees in each city, town and incorporated village. This remark does not, of course, apply to incorporated villages the current year (1850,) until the end of which their present school

section divisions and Trustees remain unchanged, and will report as heretofore by filling up the blank reports provided for them.

4. The School Registers and Visitors' books kept in each Common School of any city, town, or incorporated village, are the same as those required to be kept in each Common School of a township; respecting which, see remarks in chapter I of these Forms and Instructions.

Chapter V. Forms and Instructions for County Councils, County Boards of Public Instruction, and Local Superintendents of Schools.

1. *The Duties of County Councils*, or the Councils of Unions of Counties, (see 48th section) are so clearly stated in the several clauses of the *twenty-seventh* section of the Act, that it is needless to make any explanatory remarks in reference to them; nor is it necessary to furnish any forms for bonds of security required of County Treasurers or Sub-Treasurers of school moneys, or forms of notices required of each County Clerk to each Local Superintendent of his appointment and of the amount of money apportioned to the township or townships of his charge, and to the Chief Superintendent of the name and post-office address of the County Treasurer and of each Local Superintendent of Schools in the county, and also transmitting to the Chief Superintendent a copy of all the proceedings of the County Council on school matters, and an abstract of the auditor's annual report to the Council.

The Treasurer of each county, city or town (see section 42,) should either apply personally, or appoint some person at the Seat of Government, to apply and receive the Legislative School Grant apportioned to such county, city or town. The proper form of a Power of Attorney for that purpose must be familiar to every officer concerned; also that each such Power of Attorney must be witnessed, signed, and forwarded in duplicate.

2. *On the fidelity and ability with which County Boards of Public Instruction* fulfil the functions assigned to them in the 29th section of the Act, depend the character and efficiency of the schools as affected by the character and qualifications of the teachers. Much has been said about incompetent Trustees and their employment of incompetent teachers; but Trustees cannot employ *such* teachers by *means of the School Fund*, unless *such* teachers are *licensed* to teach. It therefore remains with the County Boards (chiefly with the Local Superintendents) to say whether a penny of the School Fund shall be misapplied in payment of any intemperate, immoral or incompetent teacher. In giving certificates of qualification, County Boards should not, therefore, regard individual applicants, but the interests of youth, the destinies of the rising and future generations of the country. As the *fifteenth* section of the Act recognizes the validity of Local Superintendents' certificates of qualifications until the expiration of the current year (1850,) the functions of County Boards in this respect will hardly commence until the year 1851, before which time a Programme of Examination and Instructions, as authorized by the *twenty-ninth* section of the Act, will be provided, according to which the future examinations and classification of teachers will be conducted and determined. *

3. *No Local Superintendent* will need a *form* for notifying the Trustees of each school section within his jurisdiction of the amount of the School Fund apportioned to such section for any one year; nor a *form* of cheque upon the County Treasurer or Sub-treasurer for school moneys in behalf of legally qualified teachers. No explanation can make the impor-

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* See Appendix to this Report, No. VII.

tant duties of each Local Superintendent plainer than the several clauses of the *thirty-first* section of the Act; and the form of conducting the correspondence which the duties of his office require, is left to his own judgment. The Chief Superintendent of Schools will furnish each Local Superintendent with a *blank annual report* for himself and for the Trustees of each school section within his charge. For forms of these Reports, see Appendix, Nos. XI and XII.

Miscellaneous Instructions.

1. *Appeals to the Chief Superintendent of Schools, &c.*—All parties concerned in the operation of the Common School Act have the right of appeal to the Chief Superintendent of Schools; and he is authorized to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Chief Superintendent: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Chief Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

2. The foregoing directions do not, of course, refer to communications asking for advice on doubtful points, or prudential measures of a local or general character.

3. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications, relating to Common Schools, for which specific Forms are not furnished in the foregoing pages.

4. All communications with the Government, relating to schools conducted under the authority of the Common School Act, 13th and 14th Victoria, chapter 48, should be made through the Education Office, Toronto.

5. Communications with the Government, not so made, are referred back to the Education Office, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

V.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada; adopted after mature deliberation, by the Council of Public Instruction, as authorized by the Act, 13th and 14th Victoria, chapter 48, section 38.

CONTENTS.

1. Hours of Daily Teaching, Holidays, and Vacations.
2. Duties of Trustees.
3. Duties of Teachers.
4. Duties of Visitors.
5. Constitution and Government of Common Schools in respect to Religious and Moral Instruction.

List of School Books authorized by the Council of Public Instruction.

Section 1.—*Hours of Daily Teaching, Holidays, and Vacations.*

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the Trustees.

2. Every alternate Saturday shall be a holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

4. All agreements between Trustees and Teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed Holidays and Vacations.

SECTION 2.—*Duties of Trustees.*

1. The full and explicit manner in which the duties of Trustees are enumerated and stated in the several clauses of the twelfth section of the Act, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of Trustees, and the relations subsisting between them and the teachers whom they employ. The law invests Trustees with most important functions; they are a corporation, and as such the ownership and control of the school, site, school house, and all the property attached thereto, is vested in them; they are to provide and furnish the school house and premises, and apparatus and text-books for the school; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the Trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher; and the Local Superintendent and Visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no Trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible; and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the Trustees to see that the school is conducted according to the regulations authorized by law.

3. It is therefore important that Trustees should select a competent teacher. *The best Teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompentent services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur with the *National Board of Education in Ireland,* in the following estimate of the qualities of a good teacher:—

"A Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which Patrons [or Trustees] of Schools, when making choice of a teacher, should anxiously look."

4. Trustees will always find it the best economy to have a commodious school house, kept comfortable, and properly furnished. It is as difficult for pupils to learn, as it is for the master to teach, in an unfurnished and comfortless school house.

5. In the selection of books to be used in the school, from the general list authorized according to law, the Trustees should see that but *one* series of reading books, *one* Arithmetic, or one for the beginners and another for the more advanced pupils, *one* Geography, &c., should be used in any *one* school, in order that the scholars may be classified in the several branches which they are studying. Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour and waste the time of the teacher, and retard the progress of the pupils. But the teacher and pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholarsu' ames.

Section 3.—*Duties of Teachers.*

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things, the Act requires each teacher "to maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the Chief Superintendent of Schools to provide the forms; and the Council of Public Instruction prescribes the following regulations for the guidance of teachers in the conduct and discipline of their schools.

It shall be the duty of each Teacher of a Common School:—

1. To receive courteously the Visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school; to have the Visitors' book open that the Visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the Registers accurately and neatly, according to the prescribed forms; which is the more important under the present School Act, as the 31st section of it authorizes the distribution of the local School Fund according to the average attendance of pupils attending each school.

3. To clssify the children according to the books used; to study those books himself and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the morals and general conduct of his pupils, and to omit no opportunity of inculcating the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

SECTION 4.—*Duties of Visitors.*

1. The *thirty-second* section of the Act provides that all Clergymen recognized by law of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be School Visitors; and the thirty-third section of the Act prescribes their lawful duties.

2. The parties thus authorized to act as Visitors, have it in their power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools however, Visitors should, in no instance, speak disparagingly of the instructions or manage- ment of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or Chief Superintendent any thing whichthey shall think important to the interests of any school visited by them. The law recommends Visitors, "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all Visttors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a Visitor to engage in any exercises which shall not be objected to by the authorities of the school, it is expected that no Visitor will introduce, on any occasion, any thing calculated to wound or give offence to the feelings of any class of his fellow Christians.

3. The Local Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the third clause of the 31st section of the School Act. While each Local Superintendent makes the careful inquiries and examinations required by law, and gives privately to the teacher and Trustees such advice as he may deem expedient, and such counsel and encouragement to the pupils, as circumstances may suggest, he will exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of Trustees and teachers.

4. Too strong a recommendation cannot be given to the establishment of Circulating Libraries in the various townships, and school sections. A Township Association, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a whole township. It is submitted to the serious attention of all school Visitors, as well as Trustees, and other friends of the diffusion of useful knowledge.

SECTION 5. *Constitution and Government of Schools in respect to Religious and Moral Instruction.*

As Christianity is the basis of our whole system of Elementary Education, that principle should prevade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both Roman Catholics and Protestants, the law provides for the establishment of separate schools. And the Common School Act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, "That in any Model or Common Schools established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principal of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from Trustees, Superintendents, or the Government itself.

The Common School being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following Regulations and Recommendations:—

1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the Trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures, or Catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that "in the National Schools the importance of religion is constantly impressed upon the minds of children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians." In each school the teacher should exert his best endeavours, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry, frugality, chastity, moderation and temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavour to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

By order of the Council of Public Instruction for Upper Canada.

(Signed,) J. GEORGE HODGINS,
Recording Clerk, C. P. I.

Education Office, Toronto,
Adopted the 5th day of August, 1850.

List of School Books "Published under the direction of the Commissioners of National Education in Ireland"—prepared by practical and experienced Masters—and authorized and recommended by the Council of Public Instruction for Upper Canada, to be used in Common Schools. (The Council of Public Instruction has also recommended *Lennie's English Grammar*, and sanctioned the use of *Kirkham's English Grammar* and *Morse's Geography*.)

First Book of Lessons.
Second ditto.
Sequel to Second Book.
Third Book of Lessons.
Fourth ditto
Fifth ditto for Boys.
Sixth ditto for Girls.
Introduction to the Art of Reading.
Spelling Book Superseded.
English Grammar.
Key to ditto.
Epitome of Geographical Knowledge.
Compendium of ditto.
Geography Generalized, by Professor Sullivan.
Introduction to Geography and History, by ditto.
First Arithmetic.
Key to ditto.
Arithmetic, in Theory and Practice.
Book-Keeping.
Key to ditto.
Elements of Geometry.
Mensuration.
Appendix to ditto.
Scripture Lessons, (O. T.) No. 1.
Ditto (O. T.) No. 2.
Ditto (N. T.) No. 1.
Ditto (N. T.) No. 2.
Sacred Poetry.
Lessons on the Truth of Christianity.
Set Tablet Lessons, Arithmetic.
Ditto Spelling and Reading.
Ditto Copy Lines.
Map of the World.
Ditto Ancient World.
Ditto Europe.
Ditto Asia.
Ditto Africa.
Ditto America.
Ditto England.
Ditto Scotland.
Ditto Ireland.
Ditto Palestine.

VI.—Circulars to the various Municipal and other officers concerned in the administration of the Common School Act for Upper Canada, 13th and 14th Victoria, Chapter 48.

No. 1.—Circular to the Wardens of Counties and Unions of Counties in Upper Canada, on the Duties of County Municipal Councils under the Common School Act.

Education Office,
Toronto, July 31st, 1850.

Sir,—I have the honor to transmit to you herewith, a copy of the new Common School Act for Upper Canada, which, having passed the Legislative Council and Assembly, received the Royal sanction and came into force on the 24th instant; and I desire to direct the attention of the Council over which you have been chosen to preside, to the duties which will devolve upon it under the provisions of this Act.

Though the Act is new, the provisions of it are mere renewals of the provisions of the general School Act of 1846 and the City and Town School Act of 1847—combined into one Act, with a new and more simple arrangement, and such additional provisions as experience has suggested, and the progress of the schools and the new system of Municipal Councils

seem to require. The duties of the County Councils under the new School Act are substantially the same as were those of the District Councils under the School Act of 1846, with this exception, that the County Council is relieved from the task of forming and altering school sections, and of considering applications and levying assessments for the erection and repairs of school houses.

Under our present system of Municipal Councils, a two-fold provision has been made to enable the people, through their local representatives, to meet together and manage their local affairs: The one is by the meeting of the representatives of the several townships collectively in County Councils; the other is by the meeting of the several representatives of a township in such township separately. It is the several townships that act in the one case as well as in the other; but in the one case they act *collectively*, and in the other *separately*. Of course some diversity of opinion may naturally exist as to the precise parts of a school system which can be best managed by the townships in their *collective* or *separate* representative capacity. After large consultation and much consideration, it has been decided that the townships *separately* can best arrange the boundaries of school sections and do what may be deemed expedient in providing school sites, and for erecting and repairing school houses and imposing other school section assessments; but that the townships can best consult *collectively* in regard to the selection of proper School Superintendents, and can best arrange for the more uniform, certain and punctual providing and payment of the local assessment moiety of the School Fund.

It will be seen by the first section of the new School Act, that all lawful proceedings and obligations of every description which have taken place under former school acts are confirmed until fulfilled or modified according to the provisions of this Act. The duties of the County Council are specified in the several clauses of the 27th section of the Act.

1. *The first and immediate* duty of the County Council will be *to cause to be levied upon the several Townships represented in the Council a sum or sums at least equal (clear of all charges of collection), to the sum or sums of money apportioned to them for the current year out of the Legislative School grant.* That apportionment I have notified to the Clerk of your Council, as required by the 35th section of the Act. If any of the Township Councils in your county have anticipated the apportionment of the Legislative grant, and have levied a sum or sums for the payment of the salaries of teachers equal to the amount of the Legislative grant apportioned to such municipalities therein, then it will be unnecessary, in such cases, for the County Council to impose any further assessment. But in every case the County Council must see that the local assessment part of the School Fund is available to teachers before the end of the second half-year—the Legislative grant part of it being payable at the end of the first half-year. In the neighbouring state of New-York, this order of proceeding is reversed. The County assessment part of the School Fund must be *imposed* and *collected* and attested to the State Superintendent, *before* the State part of the Fund apportioned to any county can be paid. In my circular addressed to Wardens of Districts, and dated January 16th, 1848* I called the attention of Municipal Councils to the great injustice to teachers, and injury to the efficiency of the school system, arising from the non-payment of the local assessment part of the School Fund at the end of the year. Several Councils provided forthwith for the future punctual payment of the amount of the local school assessment prescribed by law, on or before the fourteenth day of December of each year. What several Councils so promptly and advantageously did in the cases referred to, the new School Act requires to be done in every case.

*See Appendix to the Provincial School Report for 1847, page 81.

2. *The securing, and mode of paying, the local School Fund is another subject which will engage the attention of the County Council.* The new School Act contemplates but one financial officer and his subordinates in each county. If the payment of the School moneys in each District by one financial officer (in the person of the District Superintendent of Schools) has, during the last few years, been attended with no inconvenience equal to the advantages of it, of course no greater inconvenience will be experienced by confining the payment of such moneys to the County Treasurer. But if the County Council deems it expedient, it can appoint any number of Sub-treasurers, even to the Treasurer of each township as a Sub-treasurer, duly providing for uniformity of responsibility and obligation in the method and punctuality of payments of school-moneys. Under this system, local Superintendents will be under no temptation, at any time, from considerations of personal convenience, to withhold or delay the payment of school moneys; they will be relieved from keeping financial accounts, and from giving sureties as heretofore. The mode of accounting for the expenditure of school-moneys will be extremely simple and complete. No receipts need be given or taken. The order of the Trustees in behalf of a legally qualified teacher will be the Local Superintendent's authority in each instance, for his cheque upon the County Treasurer or Sub-treasurer; and the Local Superintendent's cheque will in each instance be such Treasurer or Sub-treasurer's receipt for the school money paid out by him. The duty of the County Auditors will be plain and easy; and the moneys will be best secured against every kind of misappropriation.

3. The next most important duty which the new School Act devolves upon the County Council, is *the annual appointment of Local Superintendents of Schools.* I believe that it is generally agreed that it is not expedient or desirable to have *both* County *and* Township Superintendents; but as to which class of these local school officers should be provided, there is considerable diversity of opinion—some preferring a County Superintendent, others desiring Township Superintendents. The new School Act leaves the decision of this question to the choice of the Local Representatives of the people assembled in County Councils—each Council having authority to appoint a School Superintendent for each township, or for two, three or four townships, or for a county, provided it does not contain more than one hundred schools. In some municipalities, where the duties of the office have been very imperfectly discharged, doubts are entertained by many persons as to the utility of the office at all; but this is not the case where the office is filled with ability, diligence and skill; and School Countries are unanimous in their judgment and practice as to the vast importance of an efficient local inspection and supervision of schools.*

The new School Act, by fixing the minimum of the allowance of a Local Superintendent, has relieved the Municipal Council of what has often proved an embarrassing and thankless

* The following remarks, from a late New-York School Report, deserve the deep attention of all Municipal Councils, School Trustees and other friends of popular education:

"The success of schools is based upon two things which are closely connected and mutually dependent on each other; viz. *the pre-eminent moral and intellectual qualifications of teachers, and the active and vigilant supervision of inspectors to render the methods of teaching more and more perfect.* If either of these be wanting, the whole fabric receives a shock from which it is unable to recover. The great and important object is to have good schools. To have none is a great disadvantage; but to have bad schools in which error is taught and learned, is a great misfortune. A superintending power is the main spring of all schools. A moment's reflection will satisfy any one that the whole must hinge upon it. If the education of the people be seriously taken up, we may rest assured that the whole vigour and life of that education will depend upon the system by which it is to be regulated. If it be weak and insecure, the schools will make no advance; they may, by some transient circumstances, have a momentary success, but there will be no security that they do not speedily fall back into a deplorable state of languor. If, however, these schools are placed under a vigorous and active government, the spirit of that government will be communicated to every part of the machine, and will impart to it life and motion."

duty. During the last session of the New-York State Legislature, a Bill was introduced, on the recommendation of the State Superintendent of Schools and the Report of a Select Committee, providing for the abolition of the office of Town Superintendent and the appointment of a School Superintendent for each Legislative Assembly District—analogous to an electoral *Riding* with us. The salary of each Superintendent was fixed at $500 per annum. There are 128 Assembly Districts and 11,000 Schools in the State—giving an average of about 86 schools to each Superintendent, who was required to visit each school twice a year, with a remuneration of nearly six dollars per school. With us, under the new School Act, the Local Superintendent is required to visit each school under his charge at least once in each quarter, and to deliver a public educational lecture in each section once a year, besides various other duties prescribed by law; and the minimum of his remuneration is fixed at one pound per school—a less sum than is given to Local Superintendents by most of the Township Councils from which I have heard the present year. Persons who offer their services at a very low salary in order to get an office, generally do little that is of any value after they get the office, and then justify their inefficiency by the plea that they do more than they are paid for. It is of very little importance to the people at large whether a Local Superintendent receives a few shillings more or less per school; but it is of the greatest importance to them and their children, whether an able supervision be provided for their schools. Under the provisions of the new School Act, new and feeble Townships can be provided with an efficient School Superintendence, and aided, if not altogether relieved, in regard to its remuneration.*

* This provision in regard to the duties and minimum allowance of Local Superintendents, I first submitted to the consideration of the Government on the 23rd of February, 1849. It formed the 23rd section of a then proposed "Draft of Bill making further provision for the improvement of Common Schools in Upper Canada,"—designed to remedy the defects of the then existing School law, and to adapt it to the provisions of Mr. Attorney General Baldwin's Municipal Council Bill, then before the Legislature. The following are the reasons I assigned for this provision:

"The *Twenty-third* section confers upon Township Superintendents, within the limits of their respective jurisdictions, the powers of District Superintendents, with two vitally important provisos:—The one fixing the minimum of the allowance to Township Superintendents, [at one pound per school,] the other prescribing additional duties of the highest importance to the progress of Common Schools [namely, that the Superintendent should visit each school once a quarter, and deliver a lecture on Education in each section, once a year.] Without these provisos, I think the system of *Township* Superintendents will prove a failure, as it has done in the State of New York; with these provisos, I think it will add very greatly to the efficiency of our Common School system. In the 'Municipal Corporations Bill,' I perceive the minimum of allowance to certain officers is prescribed by law; and I think such a provision *absolutely essential* to the efficiency of the *office* of Township Superintendent. The inefficiency of the late office of Township Superintendent was, I am persuaded, chiefly owing to the absence of the provisos which I here propose. In some instances, persons offered to perform the duties of Township Superintendent gratuitously, and such offers were invariably accepted; but that gratuitous zeal soon subsided; and as gratuitous service is irresponsible service, those who performed it considered themselves entitled to gratitude for the little that they did, rather than liable to blame for the much that they did not. Besides, when there were rival candidates for the office, the lowest bidder almost always received the largest suffrage; but when once in office, he would proportion his work to his compensation. Such was the tendency and practical effects of the system; although there were many honorable exceptions. And a still worse effect of that system was the appointment, under such circumstances, of many incompetent persons. The first proviso which I propose, will remove all competition for the office upon pecuniary grounds; and while the compensation will be such as to secure the services of competent persons, the duties enjoined by the *second proviso* can hardly be discharged, or even attempted, by incompetent persons. The second proviso will prevent the Councils from appointing persons who are not competent to prepare and deliver lectures; and persons who are competent to do that will be most likely to be qualified to inspect and superintend the schools—their qualifications for which will be necessarily increased by their obligations to prepare public lectures on such subjects. The *second proviso* will produce, per annum, 12,000 school visits of Superintendents, instead of 3,000, as at present, besides, 3,000 *public school lectures*,—one in each school section in Upper Canada. The vast amount of good which will result from such an arrangement, can scarcely be estimated."—"*Correspondence on the subject of the School Law for Upper Canada," lately laid before, and printed by order of, the Legislative Assembly, page* 32.

The School Act imposing upon a Local Superintendent not only miscellaneous duties which require judgment and knowledge of men and things, but a visitorial examination of each school once a quarter, (which, if conducted as the law expressly enjoins, cannot be performed in more than two schools a-day,) and a lecture on education in each school section once a year, and the examination of teachers for the schools, the County Council should spare no pains to search out and appoint men as Local Superintendents who will command public attention as lecturers, who understand the true principles of school organization and the improved modes of school teaching, who will do justice to the great interests entrusted to them by their examinations of teachers, their visitations of schools, and their patriotic exertions to diffuse sound education and knowledge as widely as possible. I doubt not each County Council will respond to the spirit of the New York State Superintendent of Schools, when he says, "It is fervently hoped that in every election hereafter to be made of a Local Superintendent, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only the greatest good of the greatest number of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar."

And as the selection to the office of Local Superintendent of Schools should be made upon the sole ground of personal qualification and character, and irrespective of party considerations, so should the duties of the office be performed in the same spirit. During the recent discussions in the Legislative Assembly on the School Bill, it was averred on all sides that the office of Chief Superintendent of Schools was and should be non-political—that whatever might have been the political opinions of the incumbent, or of his mode of advocating them, previously to his appointment to office, that, as in the case of a judge, he should take no part in party political questions during his continuance in office. On this principle I have sacredly acted since my appointment to office, as was admitted in gratifying terms by all parties in the discussion referred to; and I think the same principle should be insisted upon by each County Council in respect to each Local Superintendent of Schools, and should be faithfully acted upon by every person filling that important office, thus making it equally confided in by all classes of the community. I am sure every Municipal Council in Upper Canada will agree with me, that the entire superintendence of the school system, in all its parts and applications, should be perfectly free from the spirit or tinge of political partizanship—that its influence, like the genial light and warmth of the sun, should be employed for the equal benefit of all without regard to party, sect, or colour.

It will, of course, be a matter of discretionary consideration with each County Council, as to whether it will leave any or all the township Superintendents in office during the remainder of the current year, before re-appointing or changing them. If not re-appointed or changed, the present Local Superintendents will, of course,(as provided by the first section of the Act) be paid for the current year by the Council appointing them, and according to its agreement with them. But they must henceforth perform their duties according to the provisions of the new school Act—the basis and authority for all Common School proceedings of every description. In all cases where the Superintendents of schools in any township has not been provided for the current year, it will be necessary for the County Council to supply the essential instrumentality in the payment of the school moneys and the supervision of the schools.

4. In respect to the exercise of other powers with which the Act invests the County Council, I do not think it necessary to make more than one or two remarks. I trust that by

the commencement of next year, provisions will be made for the establishment of school libraries, when the County Council will be able to judge as to the mode in which it can best employ its legal power for the introduction and diffusion of that most potent element of high civilization. The County Council is, of course, the best judge whether and to what extent it may be desirable and expedient to make provision "to give special or additional aid to new or needy school sections, on the recommendation of one or more Local Superintendents." It will be important that the County Council see that all the balances of school moneys yet unexpended and in the hands of any Local Superintendent, and all township assessments for raising part of the current year's school fund, be paid into the hands of the County Treasurer or Sub-treasurer, and expended and accounted for in the manner prescribed by the Act.

5. The spirit in which the provisions of the new school Act have been, generally speaking, discussed and adopted in the Legislature, I regard as an omen for the good of our country, and worthy of imitation in all Municipal and Local School proceedings throughout Upper Canada. Party differences were not permitted to mar this great measure for the education of the people; and although there were individual differences of opinion among men of different parties as to some of the details of the Bill, yet men of all parties united in the support of its general principles, and in an earnest desire and effort to render it as perfect as possible in all its provisions. I hope that no party spirit will be permitted to impair the efficiency of its administration in any Municipal Council public meeting or Corporation. In the great work of providing for the education of the young, let partizanship and sectarianism be forgotten; and all acting as christians and patriots, let us each endeavour to leave our country better than we found it, and stamp upon the whole rising and coming generation, of Canada, the principles and spirit of an active, a practical, a generous, and christian intelligence.

I have the honor to be, Sir,
Your obedient servant,

(Signed,) E. RYERSON.

No. 2.—Circular to the Mayors of Cities and Towns in Upper Canada, on the duties of City and Town Councils, under the Common School Act.

Education Office,
Toronto, August 12th, 1850.

Sir,—In transmitting to you a copy of the new Common School Act for Upper Canada, I wish to call the attention of the Council over which you have been elected to preside, to its principal provisions relative to cities and towns. These provisions are contained in sections 21, 22, 23, 24, and 47.

By the first section of the Act, you will perceive that all the elections, appointments, contracts, assessments, &c., which have taken place in your Municipality are confirmed until fulfilled or superseded according to the provisions of the same. By the 47th section, you will observe that an election of a new Board of Trustees is provided for in your Municipality the first Tuesday in September next, and that you are authorized and required to give due notices for the holding of such election.

From the twenty-first and three following sections of the Act, it will be seen, that there is to be but one Board of School Trustees for each city or town, as there has been since 1847;

but that the Board of Trustees is to be elected by taxable inhabitants, instead of being appointed, as heretofore, by the Corporation. It is at variance with a fundamental principle of representative government, to invest a Board of Trustees who are not elected representatives of any constituency, with discretionary power to raise or cause money to be raised for school purposes; it has been found that without such power, their office is quite inadequate to accomplish the objects for which it has been created. There is also reason to believe that, as a general rule, persons who are formally elected by the suffrages of their fellow-citizens at large for the special object of representing and promoting their educational interests, will be more lively to attend to those interests with greater energy and zeal than the nominees of any Corporation—although much (and in some instances immense) good has been done during the last three years by Boards of Trustees appointed by the Corporations of the several cities and towns in Upper Canada. Under the provisions of the new School Act, the school Trustees of each city and town are to be elected by a larger suffrage than the members of the Municipal Council, and being the representatives of their fellow citizens for school purposes, have the management of all the Common School affairs of the city or town, and determine the sum or sums of money to be raised for Common School purposes, and the manner in which such sum or sums of money shall be provided. But as the whole apparatus of agency for levying and collecting property assessments, has already been created, and is in the hands of the Municipal Council, it would be superfluous and bad economy to create a new municipal authority and a new agency of officers, &c., for levying and collecting assessments for school purposes. To do this, therefore, devolves upon the Municipal Council, whose duty in this respect is strictly ministerial.

This is the system which has been established with so much success in the principal cities and towns of the neighbouring States, from which we have adopted so much of our general Common School system. In the city of New York, for example, the Board of Education (called with us Board of Trustees) the members of which are elected in the several wards of the city, as is provided in the new School Act with us, determines the sum or sums of money necessary for every Common School purpose, and the municipal authorities are required by law to provide the sum or sums thus determined from time to time by the school representatives of the people. And in behalf of no object is there such unanimous and cordial willingness among all classes and parties to contribute liberally, as for the education of the young.

In my Circular, dated the 15th January, 1848, addressed to heads of city and town Corporations, I explained at large the system of schools required to supply the educational wants of cities and towns, and for which provision is made by establishing one general Board of Trustees with proper powers, for all the schools in each city and town. The expositions referred to, need not to be repeated in this place; but after the election of the new Boards of Trustees for cities and towns, I shall deem it my duty to address them on the nature of their duties and responsibilities under the provisions of the present School Act; an Act which I trust is destined to confer great and lasting benefits upon the cities, towns, and villages, as well as counties and townships, of Upper Canada.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

No. 3.—Circular to the Town-reeves of Townsnips in Upper Canada, on the duties of Township Councils, under the Common Schol Act.

Education Office,
Toronto, 12th August, 1850.

Sir,—In the eighteenth, and two following sections of the new Common School Act for Upper Canada, (a copy of which I herewith transmit) special powers and duties are conferred upon Township Councils, in addition to the general powers given them in the third clause of the thirty-first section of the Municipal Corporations' Act, 12th Victoria, chapter 81. On the duties which are thus devolved upon Township Councils, and this part of our school system, I think it proper to offer a few practical remarks.

As in common life, there are some things which each individual can do best alone, and other things which can be best accomplished by combination with others; so in our Municipal and Common School system, there are some interests which can be best promoted by the townships separately, and others which can be best consulted by the union of several townships, assembled, through their representatives in County Council. The line of demarcation which the Legislature has deemed it most natural and advantageous to draw, in prescribing the respective duties of Township and County Councils, (that is of townships separately and collectively,) in the administration of the school system, I have pointed out in my circular to County Wardens; and I need not, therefore, further allude to the subject in this place.

1. The authority and duty of the Township Council to levy assessments on certain conditions for the purchase of school sites, the erection of school houses, and other common school purposes, are so plainly stated in the first clause of the 18th section as to require no other remark than this—that the inhabitants of each school section ought certainly to be the judges as to assessments levied upon them for the school purposes of their own section, and their wishes should be carried into effect without regard to the opinions of any person not belonging to their section; and as the Councillors are the proper representatives of the township or township affairs, so should the Trustees of each school section (or a majority of them) be regarded as the representatives of such section in its school affairs. Such are the treu principles involved in this clause of the Act.

2. The second clause of the 18th section of the Act, authorizes the Council, at its discretion, to establish a township Model School. The attempts of local Councils to establish Model Schools have thus far proved entire failures; and, with one exception, I think the money applied by the Councils and from the School grant for such schools, has done little good. The late District Councils have, in every instance except one, abandoned the attempt. I would suggest to each Township Council to consider such a matter well before undertaking it. To the success and usefulness of a Model School, a model teacher, at any expense, is indispensable, then a Model School house properly furnished, and then judicious and energetic management.

3. The *third* and *fourth* clauses of this section, relate to the authority and duty of the Council in regard to the formation and alteration of school sections. *The formation and alteration of school sections* is a duty, on the judicious performance of which, the efficiency of the schools greatly depends. The conditions and precautions provided in the new Act relativ to the time and manner of making changes in the limits of school sections, will prevent th recurrence of the evils which have been experienced and the complaints which have bee frequently made on this subject, and afford due protection to all parties affected by suc changes. The duty of forming and altering school sections, which was formerly enjoine upon District Councils, now devolves upon Township Councils. I know not that I can ad

anything on this point to the remarks which I made in my first Circular addressed to the heads of District Municipal Councils, 1st October, 1846. Subsequent experience has only confirmed me in the correctness and importance of those remarks, which aré as follows:

"Much—very much—in respect to the efficiency of Common Schools depends upon the manner in which the provision of the law is acted upon. The tendency is to form small school sections; each parent is anxious to have the school house as close to his own door as possible. But the evil of forming small school sections is as great as the local tendency is strong. I have been much impressed with the magnitude of the evil by the reports of school Superintendents and Inspectors in the States of Massachusetts and New York—countries similarly situated to our own, and whose experience on this important subject is highly valuable to us. They represent that the efficiency and usefulness of their schools has been greatly retarded by the unwise multiplication of school sections—thus multiplying feeble and inefficient schools, &c., subdividing the resources of the inhabitants, so as to put it out of their power to build proper school houses, or support competent teachers without incurring a burthen which they are unwilling, if not unable to bear. The same documents also contain many curious statistics, proving that on an average the *punctual* attendance and *proficiency* of pupils residing from one to two miles from the school far exceed those of pupils who reside within a less distance. The purport of these statements is to show, that proximity to the School is not essential either to the punctual attendance or to the proficiency of pupils. The managers of Common School education in these States have of late years directed their particular attention to prevent and remedy this evil of small school sections; and they detail many examples of beneficial success. Some of the advantages of large school sections are, the lessening of the burthen, upon each inhabitant, in establishing and supporting the schools; the erection of better buildings, and the procuring of greater conveniences for instruction; the employment of better teachers, and, therefore, the benefit of better education for youth. The subject is, therefore, submitted to the grave consideration of the Council, whenever the exercise of this part of its powers may be required."

4. It will be observed that special provision is made for the formation and alteration of *union* school sections, consisting of parts of two or more townships, and that alterations of sections and the formation of separate sections, provided for in the 19th section, take effect the 26th day of December—thus preventing the inconvenience resulting from alterations in school sections, in the course of the year, and at the same time providing that the annual returns of children of school age residing in each section the last week in December, shall be a proper basis on which to distribute the school fund to school sections the ensuing year. It is hardly necessary for me to direct the attention of the Council to the notifications required by the *third* and *fifth* clauses of this section of the Act. It is important that the local Superintendent should be made acquainted with all proceedings relative to the schools of which he has the oversight; and for that reason provision is made in the 5th section, the 12th clause of the 12th section, and the 5th clause of the 18th section of the Act.

5. The provision of the 19th Section, as far as it relates to separate Protestant and Roman Catholic schools, is substantially the same as that contained in the 55th and 56th sections of the School Act of 1843 and in the 32nd and 33rd sections of the School Act of 1846, with the exception that the present Act imposes more effective restrictions and conditions in the establishment of such schools than either of the former Acts referred to. Under the city and town school Act of 1847, the establishment of separate schools in cities and towns was at the discretion of the Municipalities, and not at that of the applicant parties. No complaints having been made against this provision of the law, even in cities and towns, it was at first proposed to extend the application of the same principle and provisions to

Township Municipalities; but objections having been made to it by some (both Protestant and Roman Catholic) Members of the Legislature, the provision of the former school act was re-enacted—requiring however, the petition of twelve heads of families instead of ten inhabitants, as a condition of establishing a separate school, and aiding it upon the principle of average attendance, instead of at the discretion of the Local Superintendent, as under the former Acts. But notwithstanding the existence of this provision of the law since 1843, there were last year but 51 separate schools in all Upper Canada—nearly as many of them being Protestant as Roman Catholic; so that this provision of the law is seldom acted upon, except in extreme cases, and is of little consequence for good or for evil—the law providing effectual protection against interference with the religious opinions and wishes of parents and guardians of all classes, and there being no probability that separate schools will be more injurious in time to come than they have been in time past. It is also to be observed, that a separate school is entitled to no aid beyond a certain portion of the school fund for the salary of the teacher. The school house must be provided, furnished, warmed, books procured, &c.. by the persons petitioning for the separate school. Nor are the patrons and supporters of a separate school exempted from any of the local assessments or rates for Common School purposes. The law provides equal protection for all classes and denominations; if there be any class or classes of either Protestants or Roman Catholics who are not satisfied with the equal protection secured to them by law in mixed schools, but wish to have a school subservient to sectional religious purposes, they should, of course, contribute in proportion, and not tax a whole community for the support of sectarian interests.

6. The *twentieth* section of the Act provides, under certain circumstances, for the incorporation of all the schools in a township under one Board of Trustees, like all the schools in cities and towns. This would supersede the necessity of the school *section* divisions of a township, and establish one interest and one management for all the schools in such town ship. In the State of Massachusetts this option is given, as the inhabitants of each town (called township with us) can have each school managed by an elective committee of three (analogous to our Trustees), or all the schools managed by Selectmen (a Board of Trustees) for the whole town. The Hon. Horace Mann states that schools managed according to the latter method are generally more efficient than those managed by separate committees. But the towns there are smaller in geographical extent than our townships. I am not prepared formally to recommend Township Boards of Trustees; but I think it is well for the inhabitants of each township to have the power of adopting it, if they desire to do so.

7. Before concluding, I desire to advert to the relief which the provisions of this Act afford Municipal Councils in the settlement of school section disputes. Heretofore, a very considerable portion of the time of some Municipal Councils has been occupied in the investigation and discussion of such disputes, at a heavy expense to the municipalities, and often to the satisfaction of no party. Besides, it was hardly fair to make an elective council a *judicial* tribunal for the impartial trial of matters affecting, in a considerable proportion of cases, one or more individual councillors themselves, or one or more individual constituents, by whom one or more councillor-judges had been opposed or supported at municipal elections, or whose anticipated support or opposition at future elections might place councillors in a position equally painful in the investigation of such matters. It is a grave question of civil polity, whether *popularly elective* bodies should be invested with *judicial* functions. The judicial decisions of such bodies have generally been most severely criticized, and have exposed their authors to more odium than have any other judges been liable to for their decisions. The judicial decisions of the highest elective body in the land—the Legislative Assembly—have been questioned even in the smallest matters, such as a decision on the conduct of a news-

paper reporter towards one of its own members. I have always, therefore, considered it impolitic and unjust to councillors to impose upon them the task of investigating and deciding upon personal matters of dispute between their constituents, or in which they themselves might be considered as interested parties. The new Act is free from this objection. It will be seen by referring to the *eleventh* section, to the 18th clause of the *twelfth* section, and to the *seventeenth* section, that the new Act provides for the settlement of nearly all probable school section disputes, by a simple, inexpensive system of local arbitration—(without appeal to the Chief Superintendent, or to any other tribunal),—a mode of settling disputes which I hope will soon become general throughout the Province.

8. I hope to have it in my power, in the course of a few months, to present each Township Council in Upper Canada with a copy of a valuable work on *School Architecture*—containing a great variety of plans of school houses and premises, specifications, and every information necessary to aid in the erection and furnishing of school houses, and providing every description of school apparatus. I trust that each Township Council will do honour to its important position in this great work of the country's education, and by the united and individual example of its members, speedily succeed in rendering a good school accessible to every child in the Municipality. I believe the present School Act furnishes greater facilities than any preceding one for the accomplishment of this object; a party, a selfish, a slothful spirit alone can defeat it.

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

No. 4.—Circular to Local Superintendents of Common Schools in Upper Canada, on their duties under the Common School Act.

Education Office,
Toronto, 12th August, 1850.

Sir,—With this circular you will receive a copy of the new School Act for Upper Canada, 13th and 14th Victoria, chapter 48, and of the forms and instructions necessary for its due execution.

The duties which this Act imposes upon Local Superintendents are of the gravest importance; and it is on the nature of these duties, and the manner of discharging them, that I desire to address you on this occasion.

The new Act relieves each Local Superintendent from being a Treasurer of school moneys, from keeping financial accounts, and from giving bonds with sureties to the Municipal Council appointing him. The County Treasurer is the responsible officer for the safe keeping and prompt payment of the County School Fund, upon the orders of Local Superintendents. Whatever balances of school moneys may chance to be in your hands, should be forthwith handed over to your County Treasurer, you taking his receipt for the same.

1. The duties of each Local Superintendent are clearly pointed out in the several clauses of the *thirty-first* section of the Act. The first duty mentioned is, to apportion the school money notified to him by the County Clerk, to the several school sections within the limits of his charge. This he is to do according to the average attendance of pupils in each school,

unless otherwise instructed by the Chief Superintendent of Schools. The local distribution of the School Fund among the several Schools according to average attendance (the mean attendance of pupils for both winter and summer being taken) is an important provision of the law, and based upon reasons which will be found in a note ;* but it should not be adopted without previous and full notice to all parties concerned. It is not, therefore, to be adopted the present year. You will this year apportion the school money to the several sections within the limits of your charge entitled to receive it (as in former years), according to the ratio of children over five and under sixteen years of age in such sections respectively, as compared with the whole number of children of the same ages in the township, or each township, under your superintendence. In my circular to County Clerks, I have adverted to

* This provision of the new Act was first submitted by me to the consideration of the Governor General in Council the 14th October, 1848, in transmitting the draft of a short bill designed to remedy some of the defects of the School Law of 1846. The reasons assigned for the introduction of this new principle into the law relative to the apportionment of school moneys, were as follows :—

"The *twelfth section* proposes giving a discretionary power for the distribution of the School Fund in each district to the several schools, according to *attendance*, instead of according to school population. The Bathurst District Council has strongly advocated *attendance* as the basis of distributing the District School Fund. As population has been invariably adopted in all the popular school laws with which I have met, as the basis of distributing the Local School Fund of each county or town, as well as the State or National Fund to the several Municipal localities, I hesitated in proposing any other until within a few months since, when I received the last Annual Report of the Massachusetts Board of Education, in which I find this distribution of the School Fund recommended to the Legislature with a force of argument which, I think, cannot be resisted. I find experienced persons whom I have consulted of the same opinion. I find on examination, that in many large school sections the attendance of pupils is often not larger than in small ones. Distributing the School Fund according to *attendance* will therefore be favourable to small sections. I find also that the attendance of pupils in new and poor rural sections and townships is larger in proportion to the whole school population, than in older townships and cities or towns. The adoption of the proposed principle of distribution will, therefore, be favourable to the newer and poorest sections of the country. This is the result of a most extended inquiry into the statistics of school *attendance* as compared with school *population* in the State of Massachusetts; and the Secretary of the State Board of Education concludes his argument on this point with the followiug impressive remarks :—

"'It is most obvious, then, that an apportionment of the income of the School Fund according to the average attendance of children upon the school—taking the mean of attendance for both summer and winter schools—would conduce greatly to the benefit of the smaller, the more agricultural, and the more sparely populated towns. It would distribute the bounty of the State on the principle of helping those who help themselves. It would confer the benefit of the income on the children who attend the public schools, instead of bestowing it in behalf of children who attend academies and private schools, and never enter public schools at all; and thus it would give a practical answer to the pertinent question why money should be given to those who disdain to use it. And, lastly, it would be a new argument of great weight in many minds in favour of a more uniform attendance upon school; because, the detention from school of any child who ought to be in it, would diminish the town's share of the income, and thus inflict palpable injustice, not only on the absentee, but on all other children in the town.'"

In the last Annual School Report of the Superintendent of Schools for the State of New York, laid before the Legislature a few months since, I find the same provision recommended to the favourable consideration of the Legislature of that State, in the following words :—

"It is respectfully suggested to the Legislature, whether the ratio of apportionment and of distribution of the school money might not advantageously be so changed as to have reference to the attendance of pupils upon the district schools, for a certain specified period during the preceding year, instead of being upon either population or the number of children actually residing in the district. By the adoption of this mode of distribution, strong inducements would be presented to the taxable inhabitants of the several districts, to place their children in the Common Schools, and to keep them there for a sufficient length of time to secure an additional share of the public money."

the manner in which these data should be furnished to any Local Superintendent who may not have obtained them.

2. Having apportioned the school money to the several sections within the limits of his charge, the Local Superintendent's next duty is to pay the money thus apportioned to *legally qualified teachers, and no others*, on the lawful orders of Trustees. The proviso of the *fifteenth* section of the Act gives validity to the certificates of qualification by Local Superintendents during the present year. No teacher who has not such a certificate, or who cannot procure one, is entitled to any part of the School Fund. Before the end of the current year, I trust regulations and provisions will be made for the more uniform and thorough examination of teachers, and the more systematic and equitable classification of them. In my circular to Wardens of Counties, and in my remarks in chapter V. of the Forms and Instructions, I have sufficiently adverted to the manner of paying teachers, and accounting for school moneys under the provisions of the new Act.

3. The next, and of all the duties of the Local Superintendent, the most vitally important, is the *inspection* of schools. The provision of the law is explicit, both as to the *frequency* and the *manner* of this inspection. The law requires each Local Superintendent "to visit each school within his jurisdiction, at least once in each quarter; and at the time of each such visit, to *examine into the condition of the school*, as it respects the *progress of the pupils in learning*, the *order* and *discipline* observed, the *system of instruction* pursued, the mode of *keeping the school registers*, the *average attendance* of pupils, the *character* and *condition* of the *building* and *premises*, and to *give such advice* as he shall think proper." I do not think it is possible for a Local Superintendent to observe, with any sort of fidelity, even the letter of the law, without spending nearly, if not quite, half a day in each school at each visit. To deal in a few vague generalities on such occasions, and to make it a kind of exhibition, is a burlesque on the object and duty of the *inspection* of schools. Such an exhibition of general results is appropriate at a public quarterly examination; but the object of inspection is much more detailed, practical, and thorough, and relates to the *mode* of proceeding in every particular of school instruction and government. The infrequency and very defective manner in which the schools have been inspected in some districts, have given rise to objections against the very office of Local Superintendent.

To perform this duty with any degree of efficiency, a Local Superintendent should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Local Superintendent's duty to witness the modes of teaching adopted by the teacher, but he should do something more. He should, some part of the time, be an *actor* as well as *spectator*. To do so he must keep pace with the *progress of the science of teaching*. When young, I taught a District Grammar School some two years, and with some degree of reputed success; but the kind of teaching and school organization which would, in many instances, have been applauded in this country twenty-five or thirty years ago, ought not to be tolerated now. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the *visitorial* part of your duties, I have nothing material to add to the suggestions which I made in my circular to District Superintendents of Schools in December, 1846. They are as follows:—

"Your own inspection of the schools must be chiefly relied on as the basis of your judgment, and the source of your information, as to the character and methods of school instruc-

tion, discipline, management, accommodations, &c.; and on this subject we ought not to content ourselves with those exterior and general facts which have hitherto been the special, and almost only subject of school reports, such as the number of schools, that of pupils, their age, the sums expended, &c. These items of information are of unquestionable importance, and every means ought to be employed to render them more exact and complete. But it is not of less importance to know the *interior regime* of the schools,—the aptitude, the zeal, the deportment of the teachers,—their relations with the pupils, the Trustees, and the neighbourhood,—the progress and attainments of the pupils,—and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation,—by an examination of the several classes in their different branches of stndy, so as to enable you to ascertain the degree and efficiency of the instruction imparted.

"In the inspection of schools, I would suggest something like the following order and subjects of inquiry and examination:—

"I. *Mechanical Arrangements.*—The tenure of property; the materials, dimensions, and plan of the buildings; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

"II. *Means of Instruction.*—The books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the apparatus provided, as tablets, maps, globes, black-boards, models, cabinets, library, &c.

"III. *Organization.*—Arrangement of classes; whether each child is taught by the same teacher; if any assistant or assistants are employed, to what extent, how remunerated, and how qualified.

"IV. *Discipline.*—If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed, if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; what religious exercises are observed, and what religious instruction is given, if any.

"V. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, to what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method, is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested —by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

"VI. *Attainments of Pupils.*—1. *In Reading;* whether they can read imperfectly, decently, or with ease and expression. 2. *In Writing;* whether they can write at all, or imperfectly, decently, or with ease and elegance. 3. *In Arithmetic;* whether acquainted with notation and numeration, addition, subtraction, multiplication, division, or not, respec-

tively; whether skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar;* whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, &c.;* the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances."

4. Another most important duty required of each Local Superintendent is, "*To deliver in each school section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education.*" The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good school law, and there may be a large school fund, and yet education may decline. Massachusetts, without a farthing's State School Fund until since 1835, (and it amounts now to only a few thousand dollars a year,) has nobly advanced in the sound and universal education of her youth; while Connecticut, with the largest School Fund of any State in America, in proportion to her population, has ignobly declined in the same great work of patriotism and humanity. In a "PRIZE ESSAY [published in the appendix to the last School Report of the State Commissioner] *on the necessity and means of improving the Common Schools of Connecticut,*" I find the following, among many similar statements:—

"A few years since, the name of Connecticut was mentioned in connection with Common Schools with honour only; it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to "Sleepy Hollow," from the influence of which, when she is aroused for a moment, it is to talk of her noble School Fund and James Hillhouse, just as Rip Van Winkle did of his neighbours who had been dead forty years. The School Fund is quoted everywhere *out of Connecticut*—we venture to say it is quoted in every other State in the Union—as a *warning and example* to deter them from giving the proceeds of their own funds, except only on the condition that those who receive shall themselves raise as much as they take, and report annually as to the results. Those who go from other States into Connecticut, can hardly credit the testimony of their own senses when they are forced to believe the apathy that prevails. Every newspaper and every lecturer out of Connecticut, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of Connecticut schools. Those who go from Connecticut into other States, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into sunshine, or from sunshine into a cellar. We know an intelligent gentleman who has seen his scores of years, who has recently removed from Rhode Island into the "land of steady habits," and can hardly understand or believe that the apathy which he finds there can be a reality. The writer has within a few years made the change the other way, from Connecticut to the Bay State. He, too, has been forcibly impressed with the contrast. In one particular, this contrast is very striking. In Connecticut, the people have been persuaded that to be taxed for the support of Common Schools, is a levy upon the poor for the Schools of the rich. In Massachusetts, the people *know* that all such taxes are a lawful tribute from the rich for the benefit of the poor. We have seen in the latter State, in a crowded town meeting, a thousand hands raised as by magic, to vote the largest of two sums named by a School Committee, a sum which was nearly a dollar for every individual of the entire population, men, women, and children. The motion was made by one of the

wealthiest men in the town, whose own children were too old to attend the public school. It was supported by others wealthier than he, and having no interest of their own in the schools."

These facts demonstrate that the onward progress of the education of a country does not depend, primarily or chiefly, upon a School Fund or School Law, but upon the *spirit* and *action* of the *people;* and the great object of public school lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every school section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the *heart* of each Local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service; a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources, the due administration of the school system,—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law,—is to excite and maintain as widely, and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy, and patriotism in the adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight.

5. On the duties of a Local Superintendent respecting school books and attending meetings of the County Board of Public Instruction, I will not remark at any length. The former topic I have discussed at some length in my annual school report for 1849,—which will be printed, and a copy sent to you, in the course of a month or two; and, on the latter topic, some practical suggestions will be made when the programme for the examination and classification of teachers shall have been prepared and published. Nor need I here offer any observations upon the duties imposed upon you by the subsequent clauses of this *thirty-first* section of the Act. I doubt not but the several provisions respecting the support and duties of the office of Local Superintendent will contribute very much to its efficiency and usefulness.

6. It therefore remains with each Superintendent to say, whether the spirit and intentions of the law shall be fulfilled within his jurisdiction, as far as depends on the performance of the duties of his office. The Act has been passed by the Legislature in the spirit of a generous nationality; the spirit of patriotism prevailed over the selfishness of party during the Parliamentary deliberations on this subject. The Government duly appreciated the wants and interests of the whole country in the preparation of the measure, and all parties in the Legislature cordially responded to it. In the same non-party and national spirit I hope to see the law administered. In 1841, the Common School law of the State of New York was so amended as to authorize and require the Board of Supervisors of each County (a body in school matters similar to a County Council with us) to appoint a County Superintendent of Common Schools. In a *Digest of the Common School System of the State of New York,*

published in 1844 by the Deputy, under the auspices of the State Superintendent of Schools, I find the following remarks, which I commend to your serious attention:—

"As the usefulness of Local Superintendents will depend mainly on the influence they shall be able to exercise upon the officers and teachers of schools, and upon parents and the inhabitants of districts generally, they will endeavour to deserve that influence by their deportment, and studiously to avoid everything which may impair it. Hence it will be indispensable that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet *it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will expose the office they hold to a vindictive hostility that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partizan management.*"

The conviction expressed in the concluding sentences of this quotation has been painfully realized. As party politics ran high, it was found that the appointments of Local Superintendents were made, to a considerable extent, in the spirit of political partizanship, and the influence of the office was frequently employed for partizan purposes. A clamor was soon raised against the office itself, which resulted in its abolition in 1847. Great efforts have been made during the last two years by the State Superintendent and other experienced educationists to restore the office, and place it on a better footing than heretofore. These facts are admonitory. A man's qualifications, irrespective of sect or party, should influence his appointment to the office; but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all persuasions and parties. This has been the avowal of the Government and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended that no tinge of partizanship should attach to the supervision of schools, even in the remotest township of the Province. The spirit of the vow made by the Prussian School Counsellor Dinter, should imbue the heart of every school officer in Upper Canada: "I promised God, that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide him the best education, as a man and a Christian, which it was possible for me to provide."

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

No. 5.—Circular to the Trustees of Common Schools in Upper Canada, on their duties under the Common School Act.

Education Office,
Toronto, 12th August, 1850.

Gentlemen,—Having caused the new School Act to be printed, and having provided for sending a copy of it to each of the 3036 Corporations of Common School Trustees in

Upper Canada, I now address a few words to you on your duties and responsibilities under the provisions of that Act.

The correspondence on the Common School Law, which has been recently printed by order of the Legislative Assembly, furnishes evidence that in every communication which I have addressed to the Government on the subject of our School Law, during upwards of four years, I have endeavoured to get both Trustees and teachers placed in a better position for the fulfilment of their duties and the protection of their interests. I am happy that the provisions of the new Act contain all that I have sought for in both these respects; and I can now congratulate Trustees of Common Schools in Upper Canada on their being placed in a position more favorable for the efficient and satisfactory discharge of their duties than the Trustees of Common Schools in any State of America.

The new Act confirms all past elections, appointments, contracts, assessments, rates, &c., while it gives to all parties concerned the advantages of its own provisions in the execution of whatever may have been commenced or undertaken under the authority of any previous Act. Nothing, therefore, in any part of our school operations, is in the slightest degree deranged; but Trustees are provided with additional facilities, as they are invested with new obligations to fulfil their previous engagements, and provide for the future interests of the schools under their charge. The several clauses of the *twelfth* section of the Act clearly specify the powers and duties of Trustees. I will only advert at present to the more important of them.

1. As the Representatives of the people in the Legislative Assembly determine the amount of money to be expended for any object, or the salary of any public officer to be employed; so the Trustees, as the representatives of the people in a school section, have the sole power of determining the *amount* of the teacher's salary, and of the incidental expenses of the school. They can also procure such apparatus and text books as they may judge expedient for the use of the pupils in the school. But the *manner* in which the salary of a teacher and other actual or estimated expenses of the school shall be raised is left to a public meeting of the tax-payers, to be called for that purpose. Then, if the whole of the expenses are not thus provided for, the Trustees have authority to raise the balance in such manner as they may think proper, either by voluntary subscription, by rates on parents sending children to the school, or rates on all the rateable property of the school section. Trustees themselves (and not a magistrate) issue the necessary warrants for the collection of all rates levied by them on resident rate-payers. Trustees can also, if they so desire, petition the Township Council in behalf of any lawful meeting to impose school section rates, and the Council is required to give effect to the request of such meeting as expressed by the Trustees. The Common School property of a section is no longer vested in the Municipal Council, but in the Corporation of Trustees, and is therefore liable for debts contracted by them. Trustees are, therefore, furnished with every needful security and means to enable them to establish a good school, and provide for its efficient support. Faithful Trustees are provided with a still further protection and assistance in the penalties which the Act imposes upon those Trustees who refuse or wilfully neglect to perform their duties. It has sometimes occurred that the Trustees have been thwarted or embarrassed in fulfilling their engagements, or doing their duty, by one or other of their colleagues refusing to act, and perhaps, in some instances, actually supporting an opposition school. The 16th clause of the *twelfth* section provides that, "in case *any* of the Trustees shall *wilfully neglect or refuse* to exercise such corporate powers for the fulfilment of any contract or agreement made by them, *he* or *they* shall be *personally* responsible for the fulfilment of such contract or agreement." The *eighth* section of the Act further provides, that "every person chosen as Trustee, and not having refused to accept, who shall *at any time refuse or neglect* to perform the duties of his office, shall forfeit the sum

of five pounds, which sum or sums may be sued for and recovered by the Trustees of the section, for its use, before any Justice of the Peace."

It will thus be seen that the Act makes effectual provision against any person getting into the office of Trustee, and then refusing or neglecting to perform its duties; that it affords ample protection to each Trustee who performs his duties, and provides every means necessary to enable Trustees to fulfil their engagements. Instances sometimes occur of parents or individual Trustees refusing or neglecting to pay a teacher on the expiration of his engagement,—the teacher being thus compelled to leave without the payment of his hard-earned dues, and a debt thus perpetuated to the disadvantage of a new teacher and the future injury of the school. The *seventeenth* section of the Act guards against this injustice and evil, by providing that "any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the Trustees, even at the expiration of the period of his agreement until the Trustees shall have paid him the whole of his salary, according to their engagement with him." This provision will prevent the injurious accumulation of debts to teachers in a section, and it will furnish Trustees desirous of performing their duties with satisfactory reasons for insisting upon the prompt payment of the rates for the teacher's salary; while it will afford protection to the discharged teacher against any possible attempt to wrong him. Then the *eleventh* and *seventeenth* sections, and the 18th clause of the *twelfth* section, provide an easy mode of arbitration, by which Trustees can settle any differences which may arise between them and the teacher, or other parties in their school section.

I know not how a law, founded upon popular principles and a due regard to the equal rights of all parties, can more effectually provide for the easy and efficient discharge of the duties of Trustees, the right of each school section to manage its own local affairs, and the means and facilities of education for all its children.

2. On the duties of Trustees in respect to their teacher and school, I refer you to the second section of the General Regulations prescribed by the Council of Public Instruction, for the Organization, Government and Discipline of Common Schools in Upper Canada. It is needless for me to attempt to add a word to the practical and impressive views there expressed relative to the *Duties of Trustees;* and I would also recommend to your special attention the several sections of those general regulations, as also the forms and remarks upon them, which I have prepared according to law, to aid Trustees in the performance of their duties.

3. It will be seen that the new Act provides every desirable facility for the establishment of *Free Schools*—schools supported by the property of all, and equally free to the children of all—the only schools which are, in my opinion, based upon the true principles of national education, and adapted to national wants. But I wish every school municipality to be the judge as to the manner of supporting its own schools; and I think the success of Free Schools will be greatly influenced by the discretion exercised in their first establishment. As the very object of a Free School and the principle of supporting it implies a school for the common education of all the children and youth of a school section, the first requisite towards its accomplishment is to provide a house and teacher adequate to that end. To employ a teacher incompetent to teach all the school-going youth of a section, and yet to tax all the inhabitants to pay the salary of such incompetent teacher, is manifestly unjust. Trustees should therefore, upon the ground of justice to all school-rate payers, as well as from regard to the interests of their children, employ none but a highly competent teacher, when it is determined to have a Free School. A good school and a Free School should be convertible terms, as should an able teacher and a teacher of a Free School. Then will the quality and character of instruction be as much advanced as the number of pupils will

be multiplied with the establishment of every Free School. The Appendix to my School Report for 1849 contains copies of my addresses on the subject of Free Schools throughout Upper Canada; and the Legislative Assembly has ordered a copy of that Report to be furnished to each School Corporation in the Province. The Report itself also contains the sentiments of Local Superintendents and other enlightened friends of education on the subject of Free Schools. That report will be printed and placed in your hands in the course of two or three months. I will therefore dismiss the subject in this place, with the single additional remark, that I hope, before the year 1860, to see the light of a FREE SCHOOL emitting its splendour and imparting its blessings to every child of every school section in Upper Canada.

It only remains for me, while I again congratulate you on the auspicious circumstances in which the new Act places you to urge upon you the fulfilment of the high purposes of your responsible office. The destinies of the rising and future generations of the country are truly in your hands. The youth of the land look up to you as the guardians and providers of that education which will enable them to perform their duties to their Maker, to their country, and to posterity. Surely you cannot, you will not betray their interests and disappoint their hopes. May they have reason to rise up and call you blessed! May the fruits of your labours place Upper Canada in a position of honour and pre-eminence among the other countries of North America!

I have the honor to remain, Gentlemen,

Your fellow-labourer and obedient servant,

(Signed,) E. RYERSON.

P. S.—I trust to be able, in the course of two or three months, to present to each Township Council a copy of a valuable work on *School Architecture*, containing a great variety of plans of school houses, with specifications, and directions as to their construction, furniture, &c. It will therefore be accessible to the Trustees of the several school sections in each township, and will, I hope, contribute much to improve the character and convenience of our school houses and school premises.

(Signed,) E. R.

No. 6.—CIRCULAR to the Teachers of Common Schools in Upper Canada on their duties under the Common School Act.

EDUCATION OFFICE,
Toronto, 14th August, 1850.

SIR,—The new Common School Act for Upper Canada is now printed and distributed to all the Municipalities and School Sections. It may be regarded as the great charter of Common School teachers in Upper Canada. It stamps their profession with new importance, and throws over their interests and character the shield of a new protection. I can now say truly, that I know of no State, where a popular school system exists, in which the rights and interests of teachers are so effectually protected, as under the provisions of the new School Act for Upper Canada. The pages of the "*Journal of Education*" and the "*Correspon-*

dence on the School Law," lately printed by order of the Legislative Assembly, attest the feelings I have entertained and the efforts I have made to elevate the position, protect the rights, and improve the circumstances of school teachers; and I rejoice to witness the enactment of a law so far satisfactory on this subject, as to prompt me, for the first time during my five years' occupancy of office, to address an official circular to teachers—believing that their position and prospects are now sufficiently encouraging to justify me in holding up the profession of a teacher as a comfortable as well as respectable and useful employment for life.

2. The new Act provides Trustees of Common Schools with greater facilities for raising the salaries of teachers and furnishing the schools with all needful maps, apparatus, and text-books, than I know of in any other country; while, at the same time, it makes corresponding provision for the punctual payment of teachers, both from the school fund and school rates. You have only to study carefully the provisions of the Act to be impressed with the conviction, that they have been conceived in the spirit of the warmest regard for the interests and efficiency of the teacher's profession, and contain all that can be secured by law to a teacher, under a system of local self-government, where the patronage and emoluments of each school (beyond the amount of the school fund apportioned to each school section) are in the hands of a local elective corporation, and not of a central Executive, as in other systems of government. The facilities for Normal School instruction to all teachers who wish to avail themselves of it, are also greater, under the liberal provisions of the new Act, than in any other country in America. A valuable series of uniform text-books coming so generally into use, and the Trustees being authorized to supply all the pupils with them, cannot fail greatly to relieve and facilitate the labors of the teacher. It will also be observed, in the regulations which have been made by the Council of Public Instruction (under the provisions of the new Act) that the *independence* of the teacher, in the teaching and classification of his school, is placed beyond petty interference or individual tyranny. Under the more effective system for examining and licensing teachers as provided for by the new Act, and the Programme for the examination and classification of teachers to be prepared by the Council of Public Instruction, a proper line of demarcation will be drawn between teachers according to their relative qualifications, and each teacher will acquire the position and advantage to which he is entitled.

3. Such being your position, relations and prospects under the provisions of the new School Act, I am desirous of making a few general remarks and suggestions relative to your future conduct. Your general duties are prescribed in the several clauses of the *sixteenth* section of the Act, and the rules according to which you are to conduct your school, will be found in the *third* and *fifth* sections of the General Regulations for the organization, government, and discipline of Common Schools, adopted by the Counci lof Public Instruction. I hope you will meditate upon, and make yourself thoroughly acquainted with the intention and spirit of these requirements of the law and of the regulations authorized by it. What I have now to offer is of a more general character.

4. Permit me first to say, value your profession. If you do not value it, others will not. But do not show your estimate of it, by assuming lofty airs, or making lofty pretensions; but by making yourself thoroughly master of it, by devoting your energies to it, by becoming imbued with its spirit. Let your actions speak, and let your heart feel. If an orator would have his audience feel, he must first feel himself; and if a teacher does not feel, and does not give proof that he feels, the value and importance of his work, can he reasonably expect others to do so? We often hear it said, "teachers are not respected." But is it not almost as often true, that teachers do not respect themselves—that they do not act respectably—that they themselves provoke the disrespect of which they complain. A teacher cannot be made

respectable by Act of Parliament. He must make himself so. In every ordinary employment of life, a man who acts upon high principles, and shows that he understands and values his business, will invariably command respect. Nor are the teacher and his work an exception to the general rule. Nay, wherever a teacher has shown himself the possessor of noble principles, and that he understood and loved his work, has he not commanded respect, and soon acquired commanding influence in the neighbourhood of his residence? I am persuaded that the people of Upper Canada do not, to any considerable extent, disrespect teachers worthy of respect. A people in so young a Province, and in the infancy of the school system, who voluntarily taxed themselves last year to the amount of *two hundred and seventy-five thousand dollars* (considerably more in proportion to population than the amount raised last year by the people of the State of New York) for *salaries* of teachers alone—irrespective of the Legislative school grant, and of the sums assessed and collected for the erection of school houses and the incidental expenses of schools—cannot but respect every respectable teacher. It is true that narrow and mean views are entertained by some as to the amount of a teacher's remuneration, but the same persons entertain similar views as to the remuneration of all public officers. But the number of these enemies of knowledge and petty tyrants of mental labour, will diminish as intelligence and manly virtues advance in society. The large increase which has already, in many instances, taken place in the salaries of efficient teachers, and the increasing demand for such teachers in various parts of the Province, indicate a progress full of encouraging hopes and anticipations for the future.

5. Then, if you value your profession yourself, employ the proper means to give it a place, not only in the esteem, but in the interest and sympathies of others. The profession of a teacher is a means to an end; it exists not for the sake of the teacher himself, but for the interests of society. It is a work indispensable to the progress and well-being of society. What is the teacher's work? It is to develop the mind, to mould the heart, and to form the character of the future citizens, magistrates and rulers of our land! It is to teach and implant that which is the only guarantee of liberty, order, and social stability—the essential element of a country's prosperity and happiness. Show that you sympathise with these objects—that your heart is in them—that your thoughts and aims do not terminate in yourself alone, but embrace others,—and especially encircle the rising generation. Such a spirit, like heat in the atmosphere, will be diffusive. Others will imbibe it; the indifferent will become interested, and the selfish will begin to feel the impulses of intelligent generosity; parents will become increasingly anxious for the education of their children, and children will become increasingly anxious to be educated. In any neighbourhood, both in town and country, where any youth are allowed to grow up uneducated, a teacher should be an educational missionary, as well as an educational pastor; and every instance of success will add to his influence and means of support, as well as usefulness. No class of men in the country will derive so large an individual advantage from the progress of society as school teachers, and they ought to be intent in efforts to excite every sentiment and feeling, and to procure and circulate every publication, which will tend to diffuse education and knowledge. A teacher who folds his arms in slothful inactivity—neither improving in knowledge himself, nor advancing it among others—and yet complaining that no Hercules comes to his relief, deserves neither respect nor assistance; while the teacher who nobly exerts himself in both acquiring and diffusing knowledge, will receive both emolument and respect, if not admiration and applause.

6. The mutual intercourse of teachers—mutual visits to each other's schools—forming, and meeting occasionally or periodically in Associations for mutual improvement, and the promotion of professional objects—which are no other than public interests;—these and kindred measures, in connexion with professional reading and industry, cannot fail to contribute much

tively; whether skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar;* whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, &c.;* the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances."

4. Another most important duty required of each Local Superintendent is, "*To deliver in each school section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education.*" The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good school law, and there may be a large school fund, and yet education may decline. Massachusetts, without a farthing's State School Fund until since 1835, (and it amounts now to only a few thousand dollars a year,) has nobly advanced in the sound and universal education of her youth; while Connecticut, with the largest School Fund of any State in America, in proportion to her population, has ignobly declined in the same great work of patriotism and humanity. In a "PRIZE ESSAY [published in the appendix to the last School Report of the State Commissioner] *on the necessity and means of improving the Common Schools of Connecticut,*" I find the following, among many similar statements:—

"A few years since, the name of Connecticut was mentioned in connection with Common Schools with honour only; it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to "Sleepy Hollow," from the influence of which, when she is aroused for a moment, it is to talk of her noble School Fund and James Hillhouse, just as Rip Van Winkle did of his neighbours who had been dead forty years. The School Fund is quoted everywhere *out of Connecticut*—we venture to say it is quoted in every other State in the Union—as a *warning and example* to deter them from giving the proceeds of their own funds, except only on the condition that those who receive shall themselves raise as much as they take, and report annually as to the results. Those who go from other States into Connecticut, can hardly credit the testimony of their own senses when they are forced to believe the apathy that prevails. Every newspaper and every lecturer out of Connecticut, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of Connecticut schools. Those who go from Connecticut into other States, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into sunshine, or from sunshine into a cellar. We know an intelligent gentleman who has seen his scores of years, who has recently removed from Rhode Island into the "land of steady habits," and can hardly understand or believe that the apathy which he finds there can be a reality. The writer has within a few years made the change the other way, from Connecticut to the Bay State. He, too, has been forcibly impressed with the contrast. In one particular, this contrast is very striking. In Connecticut, the people have been persuaded that to be taxed for the support of Common Schools, is a levy upon the poor for the Schools of the rich. In Massachusetts, the people *know* that all such taxes are a lawful tribute from the rich for the benefit of the poor. We have seen in the latter State, in a crowded town meeting, a thousand hands raised as by magic, to vote the largest of two sums named by a School Committee, a sum which was nearly a dollar for every individual of the entire population, men, women, and children. The motion was made by one of the

wealthiest men in the town, whose own children were too old to attend the public school. It was supported by others wealthier than he, and having no interest of their own in the schools."

These facts demonstrate that the onward progress of the education of a country does not depend, primarily or chiefly, upon a School Fund or School Law, but upon the *spirit* and *action* of the *people;* and the great object of public school lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every school section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the *heart* of each Local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service; a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources, the due administration of the school system,—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law,—is to excite and maintain as widely, and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy, and patriotism in the adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight.

5. On the duties of a Local Superintendent respecting school books and attending meetings of the County Board of Public Instruction, I will not remark at any length. The former topic I have discussed at some length in my annual school report for 1849,—which will be printed, and a copy sent to you, in the course of a month or two; and, on the latter topic, some practical suggestions will be made when the programme for the examination and classification of teachers shall have been prepared and published. Nor need I here offer any observations upon the duties imposed upon you by the subsequent clauses of this *thirty-first* section of the Act. I doubt not but the several provisions respecting the support and duties of the office of Local Superintendent will contribute very much to its efficiency and usefulness.

6. It therefore remains with each Superintendent to say, whether the spirit and intentions of the law shall be fulfilled within his jurisdiction, as far as depends on the performance of the duties of his office. The Act has been passed by the Legislature in the spirit of a generous nationality; the spirit of patriotism prevailed over the selfishness of party during the Parliamentary deliberations on this subject. The Government duly appreciated the wants and interests of the whole country in the preparation of the measure, and all parties in the Legislature cordially responded to it. In the same non-party and national spirit I hope to see the law administered. In 1841, the Common School law of the State of New York was so amended as to authorize and require the Board of Supervisors of each County (a body in school matters similar to a County Council with us) to appoint a County Superintendent of Common Schools. In a *Digest of the Common School System of the State of New York,*

published in 1844 by the Deputy, under the auspices of the State Superintendent of Schools, I find the following remarks, which I commend to your serious attention:—

"As the usefulness of Local Superintendents will depend mainly on the influence they shall be able to exercise upon the officers and teachers of schools, and upon parents and the inhabitants of districts generally, they will endeavour to deserve that influence by their deportment, and studiously to avoid everything which may impair it. Hence it will be indispensable that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet *it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will expose the office they hold to a vindictive hostility that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partizan management.*"

The conviction expressed in the concluding sentences of this quotation has been painfully realized. As party politics ran high, it was found that the appointments of Local Superintendents were made, to a considerable extent, in the spirit of political partizanship, and the influence of the office was frequently employed for partizan purposes. A clamor was soon raised against the office itself, which resulted in its abolition in 1847. Great efforts have been made during the last two years by the State Superintendent and other experienced educationists to restore the office, and place it on a better footing than heretofore. These facts are admonitory. A man's qualifications, irrespective of sect or party, should influence his appointment to the office; but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all persuasions and parties. This has been the avowal of the Government and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended that no tinge of partizanship should attach to the supervision of schools, even in the remotest township of the Province. The spirit of the vow made by the Prussian School Counsellor Dinter, should imbue the heart of every school officer in Upper Canada: "I promised God, that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide him the best education, as a man and a Christian, which it was possible for me to provide."

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

No. 5.—Circular to the Trustees of Common Schools in Upper Canada, on their duties under the Common School Act.

Education Office,
Toronto, 12th August, 1850.

Gentlemen,—Having caused the new School Act to be printed, and having provided for sending a copy of it to each of the 3036 Corporations of Common School Trustees in

Upper Canada, I now address a few words to you on your duties and responsibilities under the provisions of that Act.

The correspondence on the Common School Law, which has been recently printed by order of the Legislative Assembly, furnishes evidence that in every communication which I have addressed to the Government on the subject of our School Law, during upwards of four years, I have endeavoured to get both Trustees and teachers placed in a better position for the fulfilment of their duties and the protection of their interests. I am happy that the provisions of the new Act contain all that I have sought for in both these respects; and I can now congratulate Trustees of Common Schools in Upper Canada on their being placed in a position more favorable for the efficient and satisfactory discharge of their duties than the Trustees of Common Schools in any State of America.

The new Act confirms all past elections, appointments, contracts, assessments, rates, &c., while it gives to all parties concerned the advantages of its own provisions in the execution of whatever may have been commenced or undertaken under the authority of any previous Act. Nothing, therefore, in any part of our school operations, is in the slightest degree deranged; but Trustees are provided with additional facilities, as they are invested with new obligations to fulfil their previous engagements, and provide for the future interests of the schools under their charge. The several clauses of the *twelfth* section of the Act clearly specify the powers and duties of Trustees. I will only advert at present to the more important of them.

1. As the Representatives of the people in the Legislative Assembly determine the amount of money to be expended for any object, or the salary of any public officer to be employed; so the Trustees, as the representatives of the people in a school section, have the sole power of determining the *amount* of the teacher's salary, and of the incidental expenses of the school. They can also procure such apparatus and text books as they may judge expedient for the use of the pupils in the school. But the *manner* in which the salary of a teacher and other actual or estimated expenses of the school shall be raised is left to a public meeting of the tax-payers, to be called for that purpose. Then, if the whole of the expenses are not thus provided for, the Trustees have authority to raise the balance in such manner as they may think proper, either by voluntary subscription, by rates on parents sending children to the school, or rates on all the rateable property of the school section. Trustees themselves (and not a magistrate) issue the necessary warrants for the collection of all rates levied by them on resident rate-payers. Trustees can also, if they so desire, petition the Township Council in behalf of any lawful meeting to impose school section rates, and the Council is required to give effect to the request of such meeting as expressed by the Trustees. The Common School property of a section is no longer vested in the Municipal Council, but in the Corporation of Trustees, and is therefore liable for debts contracted by them. Trustees are, therefore, furnished with every needful security and means to enable them to establish a good school, and provide for its efficient support. Faithful Trustees are provided with a still further protection and assistance in the penalties which the Act imposes upon those Trustees who refuse or wilfully neglect to perform their duties. It has sometimes occurred that the Trustees have been thwarted or embarrassed in fulfilling their engagements, or doing their duty, by one or other of their colleagues refusing to act, and perhaps, in some instances, actually supporting an opposition school. The 16th clause of the *twelfth* section provides that, "in case *any* of the Trustees shall *wilfully neglect or refuse* to exercise such corporate powers for the fulfilment of any contract or agreement made by them, *he* or *they* shall be *personally* responsible for the fulfilment of such contract or agreement." The *eighth* section of the Act further provides, that "every person chosen as Trustee, and not having refused to accept, who shall *at any time refuse or neglect* to perform the duties of his office, shall forfeit the sum

of five pounds, which sum or sums may be sued for and recovered by the Trustees of the section, for its use, before any Justice of the Peace."

It will thus be seen that the Act makes effectual provision against any person getting into the office of Trustee, and then refusing or neglecting to perform its duties; that it affords ample protection to each Trustee who performs his duties, and provides every means necessary to enable Trustees to fulfil their engagements. Instances sometimes occur of parents or individual Trustees refusing or neglecting to pay a teacher on the expiration of his engagement,—the teacher being thus compelled to leave without the payment of his hard-earned dues, and a debt thus perpetuated to the disadvantage of a new teacher and the future injury of the school. The *seventeenth* section of the Act guards against this injustice and evil, by providing that "any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the Trustees, even at the expiration of the period of his agreement until the Trustees shall have paid him the whole of his salary, according to their engagement with him." This provision will prevent the injurious accumulation of debts to teachers in a section, and it will furnish Trustees desirous of performing their duties with satisfactory reasons for insisting upon the prompt payment of the rates for the teacher's salary; while it will afford protection to the discharged teacher against any possible attempt to wrong him. Then the *eleventh* and *seventeenth* sections, and the 18th clause of the *twelfth* section, provide an easy mode of arbitration, by which Trustees can settle any differences which may arise between them and the teacher, or other parties in their school section.

I know not how a law, founded upon popular principles and a due regard to the equal rights of all parties, can more effectually provide for the easy and efficient discharge of the duties of Trustees, the right of each school section to manage its own local affairs, and the means and facilities of education for all its children.

2. On the duties of Trustees in respect to their teacher and school, I refer you to the second section of the General Regulations prescribed by the Council of Public Instruction, for the Organization, Government and Discipline of Common Schools in Upper Canada. It is needless for me to attempt to add a word to the practical and impressive views there expressed relative to the *Duties of Trustees;* and I would also recommend to your special attention the several sections of those general regulations, as also the forms and remarks upon them, which I have prepared according to law, to aid Trustees in the performance of their duties.

3. It will be seen that the new Act provides every desirable facility for the establishment of *Free Schools*—schools supported by the property of all, and equally free to the children of all—the only schools which are, in my opinion, based upon the true principles of national education, and adapted to national wants. But I wish every school municipality to be the judge as to the manner of supporting its own schools; and I think the success of Free Schools will be greatly influenced by the discretion exercised in their first establishment. As the very object of a Free School and the principle of supporting it implies a school for the common education of all the children and youth of a school section, the first requisite towards its accomplishment is to provide a house and teacher adequate to that end. To employ a teacher incompetent to teach all the school-going youth of a section, and yet to tax all the inhabitants to pay the salary of such incompetent teacher, is manifestly unjust. Trustees should therefore, upon the ground of justice to all school-rate payers, as well as from regard to the interests of their children, employ none but a highly competent teacher, when it is determined to have a Free School. A good school and a Free School should be convertible terms, as should an able teacher and a teacher of a Free School. Then will the quality and character of instruction be as much advanced as the number of pupils will

be multiplied with the establishment of every Free School. The Appendix to my School Report for 1849 contains copies of my addresses on the subject of Free Schools throughout Upper Canada; and the Legislative Assembly has ordered a copy of that Report to be furnished to each School Corporation in the Province. The Report itself also contains the sentiments of Local Superintendents and other enlightened friends of education on the subject of Free Schools. That report will be printed and placed in your hands in the course of two or three months. I will therefore dismiss the subject in this place, with the single additional remark, that I hope, before the year 1860, to see the light of a FREE SCHOOL emitting its splendour and imparting its blessings to every child of every school section in Upper Canada.

It only remains for me, while I again congratulate you on the auspicious circumstances in which the new Act places you to urge upon you the fulfilment of the high purposes of your responsible office. The destinies of the rising and future generations of the country are truly in your hands. The youth of the land look up to you as the guardians and providers of that education which will enable them to perform their duties to their Maker, to their country, and to posterity. Surely you cannot, you will not betray their interests and disappoint their hopes. May they have reason to rise up and call you blessed! May the fruits of your labours place Upper Canada in a position of honour and pre-eminence among the other countries of North America!

I have the honor to remain, Gentlemen,

Your fellow-labourer and obedient servant,

(Signed,) E. RYERSON.

P. S.—I trust to be able, in the course of two or three months, to present to each Township Council a copy of a valuable work on *School Architecture*, containing a great variety of plans of school houses, with specifications, and directions as to their construction, furniture, &c. It will therefore be accessible to the Trustees of the several school sections in each township, and will, I hope, contribute much to improve the character and convenience of our school houses and school premises.

(Signed,) E. R.

No. 6.—CIRCULAR to the Teachers of Common Schools in Upper Canada on their duties under the Common School Act.

EDUCATION OFFICE,
Toronto, 14th August, 1850.

SIR,—The new Common School Act for Upper Canada is now printed and distributed to all the Municipalities and School Sections. It may be regarded as the great charter of Common School teachers in Upper Canada. It stamps their profession with new importance, and throws over their interests and character the shield of a new protection. I can now say truly, that I know of no State, where a popular school system exists, in which the rights and interests of teachers are so effectually protected, as under the provisions of the new School Act for Upper Canada. The pages of the "*Journal of Education*" and the "*Correspon-*

dence on the School Law," lately printed by order of the Legislative Assembly, attest the feelings I have entertained and the efforts I have made to elevate the position, protect the rights, and improve the circumstances of school teachers; and I rejoice to witness the enactment of a law so far satisfactory on this subject, as to prompt me, for the first time during my five years' occupancy of office, to address an official circular to teachers—believing that their position and prospects are now sufficiently encouraging to justify me in holding up the profession of a teacher as a comfortable as well as respectable and useful employment for life.

2. The new Act provides Trustees of Common Schools with greater facilities for raising the salaries of teachers and furnishing the schools with all needful maps, apparatus, and text-books, than I know of in any other country; while, at the same time, it makes corresponding provision for the punctual payment of teachers, both from the school fund and school rates. You have only to study carefully the provisions of the Act to be impressed with the conviction, that they have been conceived in the spirit of the warmest regard for the interests and efficiency of the teacher's profession, and contain all that can be secured by law to a teacher, under a system of local self-government, where the patronage and emoluments of each school (beyond the amount of the school fund apportioned to each school section) are in the hands of a local elective corporation, and not of a central Executive, as in other systems of government. The facilities for Normal School instruction to all teachers who wish to avail themselves of it, are also greater, under the liberal provisions of the new Act, than in any other country in America. A valuable series of uniform text-books coming so generally into use, and the Trustees being authorized to supply all the pupils with them, cannot fail greatly to relieve and facilitate the labors of the teacher. It will also be observed, in the regulations which have been made by the Council of Public Instruction (under the provisions of the new Act) that the *independence* of the teacher, in the teaching and classification of his school, is placed beyond petty interference or individual tyranny. Under the more effective system for examining and licensing teachers as provided for by the new Act, and the Programme for the examination and classification of teachers to be prepared by the Council of Public Instruction, a proper line of demarcation will be drawn between teachers according to their relative qualifications, and each teacher will acquire the position and advantage to which he is entitled.

3. Such being your position, relations and prospects under the provisions of the new School Act, I am desirous of making a few general remarks and suggestions relative to your future conduct. Your general duties are prescribed in the several clauses of the *sixteenth* section of the Act, and the rules according to which you are to conduct your school, will be found in the *third* and *fifth* sections of the General Regulations for the organization, government, and discipline of Common Schools, adopted by the Counci lof Public Instruction. I hope you will meditate upon, and make yourself thoroughly acquainted with the intention and spirit of these requirements of the law and of the regulations authorized by it. What I have now to offer is of a more general character.

4. Permit me first to say, value your profession. If you do not value it, others will not. But do not show your estimate of it, by assuming lofty airs, or making lofty pretensions; but by making yourself thoroughly master of it, by devoting your energies to it, by becoming imbued with its spirit. Let your actions speak, and let your heart feel. If an orator would have his audience feel, he must first feel himself; and if a teacher does not feel, and does not give proof that he feels, the value and importance of his work, can he reasonably expect others to do so? We often hear it said, "teachers are not respected." But is it not almost as often true, that teachers do not respect themselves—that they do not act respectably—that they themselves provoke the disrespect of which they complain. A teacher cannot be made

respectable by Act of Parliament. He must make himself so. In every ordinary employment of life, a man who acts upon high principles, and shows that he understands and values his business, will invariably command respect. Nor are the teacher and his work an exception to the general rule. Nay, wherever a teacher has shown himself the possessor of noble principles, and that he understood and loved his work, has he not commanded respect, and soon acquired commanding influence in the neighbourhood of his residence? I am persuaded that the people of Upper Canada do not, to any considerable extent, disrespect teachers worthy of respect. A people in so young a Province, and in the infancy of the school system, who voluntarily taxed themselves last year to the amount of *two hundred and seventy-five thousand dollars* (considerably more in proportion to population than the amount raised last year by the people of the State of New York) for *salaries* of teachers alone—irrespective of the Legislative school grant, and of the sums assessed and collected for the erection of school houses and the incidental expenses of schools—cannot but respect every respectable teacher. It is true that narrow and mean views are entertained by some as to the amount of a teacher's remuneration, but the same persons entertain similar views as to the remuneration of all public officers. But the number of these enemies of knowledge and petty tyrants of mental labour, will diminish as intelligence and manly virtues advance in society. The large increase which has already, in many instances, taken place in the salaries of efficient teachers, and the increasing demand for such teachers in various parts of the Province, indicate a progress full of encouraging hopes and anticipations for the future.

5. Then, if you value your profession yourself, employ the proper means to give it a place, not only in the esteem, but in the interest and sympathies of others. The profession of a teacher is a means to an end; it exists not for the sake of the teacher himself, but for the interests of society. It is a work indispensable to the progress and well-being of society. What is the teacher's work? It is to develop the mind, to mould the heart, and to form the character of the future citizens, magistrates and rulers of our land! It is to teach and implant that which is the only guarantee of liberty, order, and social stability—the essential element of a country's prosperity and happiness. Show that you sympathise with these objects—that your heart is in them—that your thoughts and aims do not terminate in yourself alone, but embrace others,—and especially encircle the rising generation. Such a spirit, like heat in the atmosphere, will be diffusive. Others will imbibe it; the indifferent will become interested, and the selfish will begin to feel the impulses of intelligent generosity; parents will become increasingly anxious for the education of their children, and children will become increasingly anxious to be educated. In any neighbourhood, both in town and country, where any youth are allowed to grow up uneducated, a teacher should be an educational missionary, as well as an educational pastor; and every instance of success will add to his influence and means of support, as well as usefulness. No class of men in the country will derive so large an individual advantage from the progress of society as school teachers, and they ought to be intent in efforts to excite every sentiment and feeling, and to procure and circulate every publication, which will tend to diffuse education and knowledge. A teacher who folds his arms in slothful inactivity—neither improving in knowledge himself, nor advancing it among others—and yet complaining that no Hercules comes to his relief, deserves neither respect nor assistance; while the teacher who nobly exerts himself in both acquiring and diffusing knowledge, will receive both emolument and respect, if not admiration and applause.

6. The mutual intercourse of teachers—mutual visits to each other's schools—forming, and meeting occasionally or periodically in Associations for mutual improvement, and the promotion of professional objects—which are no other than public interests;—these and kindred measures, in connexion with professional reading and industry, cannot fail to contribute much

to the success, enjoyment, and social standing of teachers. Professional friendships will be formed; professional feeling will be enkindled; professional zeal and emulation will be excited; professional skill and usefulness will be improved; and teachers will be more respected by the community at large, by thus evincing proper respect for each other. Faithful teachers have already on their side the enlightened part of the community, the press, the pulpit, and the Legislature. Let them be true to themselves and to their profession. Lord Bacon has said truly—"Every man owes a debt to his profession." On one occasion some weeks since, I felt pained beyond expression, in witnessing certain members of the Bar chiming in with a senseless and shameful clamour against a profession, to members of which the American people have at this moment entrusted every department of their supreme government, and to the intelligence and patriotic advocacy of which Upper Canada is indebted for every vestige of her constitutional and municipal government, and the most valuable statutes of civil and criminal jurisprudence, as well as the largest facilities for public education, and some of the finest examples of personal and social virtues. I hope that no temptation to pander to the passions of prejudice, ignorance, or selfishness, will ever induce you to forget the debt which you owe to your profession. Seek to have it purged of every inebriate, every blasphemer, every ignorant idler who "cannot teach and will not learn;" and do what in you lies to stamp upon it the character of intelligence and virtue, and make it worthy of that high respect and liberal support which an enlightened people will readily award to able teachers oftheir offspring.

7. I would also offer a word of caution against discouragement in your work, or disinclination to it, on account of its comparative obscurity. It is true, the circle of your daily labours is narrow, and the results of them are remote; there is little variety in your employment, and the monotony of it is only varied by quarterly examinations and short vacations, It therefore requires more than ordinary patience, perseverance and benevolence to pursue your work, month after month, and year after year, with unabated zeal and energy. Yet your work is now a public profession, recognized by law, and none but a teacher examined and licenced according to law, is permitted to receive a farthing of the public School Fund, any more than a person not examined and admitted to the Law Society, is permitted to practice as a Barrister-at-Law. And the results of the work performed in the humble school house, though remote, will not be uncertain, and may one day appear in the highest position of a free people's gift, or in the most important affairs of a nation's diplomacy, or in the most honoured relations of parental and social life. The common school house is the sole educational college for the vast majority of the present youth and future fathers and mothers of our country. That accomplished scholar and elegant writer, Dr. Jared Sparks, President of Harvard University, traces his early training, and several years of his apprenticeship in teaching, to the common school; and the great American statesman and orator, Daniel Webster, is accustomed to refer to the common school as his first *alma mater*, in which was laid the foundation of his future character. Through long months, and in retirement and solitude, the Italian painter occupied his brush on a single piece of canvas; but that canvas has, age after age, imparted instruction and delight to hundreds of thousands. For years did the Grecian sculptor, in almost exiled seclusion, employ his chisel on a single block of marble; but that marble has survived the wreck of empires, and still commands the admiration of the refined of all countries. Let the practical philosophy of these facts be engraved upon the heart of every right-minded teacher, and it will sweeten his toil, and add fresh attractions to every successive year of his increasingly skilful and efficient labours.

I remain, Sir,

Your faithful friend and servant,

(Signed,) E. RYERSON.

No. 7.—Circular to the Clerks of the several Counties and Unions of Counties in Upper Canada, transmitting a certified copy of the Apportionment of the Legislative School Grant for 1850.

Education Office,
Toronto, 30th July, 1850.

Sir,—Pursuant to the provisions of the School Act, passed during the present session of the Legislature, entitled, "*An Act for the better establishment and maintenance of Common Schools in Upper Canada,*" section 35, clauses 1st and 2nd, I herewith transmit to you the certified Apportionment of the Legislative School Grant for the current year to the several townships in the county of which you are Clerk.

I also transmit you a copy of the School Act, and of the Forms and Instructions for the execution of its provisions.

According to the 42nd section of the Act, the money apportioned to the several townships of your county, is forthwith payable to the County Treasurer.

As required by the *third* clause of the 27th section of the Act, you will please notify the Local Superintendents of Schools of this apportionment as far as relates to the townships under their charge respectively, and notify me also of the name and address of your County Treasurer, and of each Local Superintendent in your county; also favour me with the information, from time to time, required by the last proviso of the same section.

Besides raising by local assessment a sum equal (*clear of all charges of collection,*) to that now apportioned to the several townships of your county, it is important that two things be specially provided for by the Council of which you are Clerk: The one is, to obtain forthwith from the late District Superintendent (if they have not been already obtained) the last year's statistical returns of the children of school age in each school section and parts of sections in your county. These returns are the data upon which the Local Superintendents must distribute the School Fund to the several school sections the present year. It will be necessary for each Local Superintendent to be furnished with a copy of such returns so far as they relate to the school sections under his charge. He cannot take the first step towards the apportionment of the school money notified to him without these data.

It is also important that your County Council—consisting, as it does, of one or more representatives from each township—take the requisite steps to have all school moneys, either of the past or present year, which now are or may come into the hands of Township Collectors or Local Superintendents, paid over to the County Treasurer,—so that they may be paid out and accounted for according to the provisions of the Act.

I regret the unavoidable necessity (arising from the state of the School Law) which has compelled me to defer, to so late a period, the notification of the current year's apportionment of the School Grant. I trust that such a necessity will not occur again, and that the promptness of co-ordinate action on the part of each County Council will provide for the payment of the assessment part of the School Fund within the period prescribed by law.

I fear that the School Returns on which I have been compelled—for the want of better data—to base the apportionment to the various Municipalities of Upper Canada, are defective in some instances and exaggerated in others. I hope the general census of the Province, now in the course of being taken, will enable me to revise and render the whole school apportionment more equitable, as well as enable me to notify it to the several Municipalities at the beginning of the ensuing year.

I have the honor to be, Sir,
Your obedient servant,
(Signed,) E. RYERSON.

APPORTIONMENT of the Legislative School Grant to the several Counties, Townships, (including Incorporated Villages,) Cities and Towns in Upper Canada, for the year 1850.

GENERAL ABSTRACT *of the Apportionment of the Legislative School Grant for the Years* 1849 *and* 1850:—

	In 1849.			In 1850.		
	£	s.	d.	£	s.	d.
Apportioned to the Counties,	17,253	18	11½	17,394	4	4½
Apportioned to the Cities,	837	10	2½	843	3	4⅝
Apportioned to the Towns,	731	7	4	736	6	2
District Model Schools and Poor Schools,	45	0	0	35	0	0
Grand Total apportioned,	18,867	16	6	19,008	13	10¾

APPORTIONMENT of the Legislative School Grant to the several Counties in Upper Canada, for the year 1850.

	£	s.	d.
I. Stormont, Dundas, and Glengarry	1,022	0	11¼
II. Prescott and Russell	281	0	1⅛
III. Carleton	395	3	2½
IV. Leeds and Grenville	1,164	1	3
V. Lanark and Renfrew	755	1	9¼
VI. Frontenac, Lennox, and Addington	1,078	4	7¾
VII. Hastings	627	16	4¼
VIII. Prince Edward	437	4	5¼
IX. Northumberland and Durham	1,167	11	1⅛
X. Peterborough	582	0	7½
XI. York	2,236	0	6¾
XII. Simcoe	641	17	3⅜
XIII. Wentworth and Halton	1,399	8	8⅛
XIV. Lincoln, Haldimand, and Welland	957	1	10⅛
XV. Waterloo	853	9	9¾
XVI. Oxford	713	3	7¾
XVII. Norfolk	519	9	7¾
XVIII. Middlesex	1,206	11	9½
XIX. Huron, Perth, and Bruce	425	8	6½
XX. Essex, Kent, and Lambton	931	8	1½
Total	£17,394	4	4½

I. UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARRY.

(Late the Eastern District.)

	£	s.	d.
Matilda	100	17	8½
Mountain	58	19	7
Williamsburgh	108	12	11
Winchester	49	13	4
Osnabruck	106	6	4¼
Finch	29	9	9½
Cornwall	108	12	11
Roxborough	45	0	2½
Charlottenburgh	135	16	1¾
Kenyon	95	9	0¾
Lancaster	94	13	6½
Lochiel	88	9	4½
Apportionment for 1850	£1022	0	11¼
Apportionment for 1849	£1013	3	8

II. UNITED COUNTIES OF PRESCOTT AND RUSSELL.

(Late the Ottawa District)

	£	s.	d.
Hawkesbury West	77	15	2¼
Hawkesbury East	65	13	0¾
Longueuil	32	7	2⅝
Caledonia	27	6	4
Plantagenet North	28	8	0¾
Plantagenet South	11	12	9¾
Alfred	6	19	8¼
Clarence	6	16	7
Cumberland	18	12	6
Russell	4	0	8½
Cambridge	1	7	11¼
Apportionment for 1850	£281	0	1⅛
Apportionment for 1849	£ 279	2	4½

III. COUNTY OF CARLETON.

(Late the Dalhousie District.)

	£	s.	d.
Nepean	61	6	1¾
Osgoode	46	3	5⅞
Marlborough	38	8	3⅜
North Gower	31	0	10
Torbolton	9	4	8⅜
March	14	19	6⅝
Gloucester	45	12	7½
Huntley	50	19	8⅝
Fitzroy	40	5	6⅜
Goulbourn	57	2	4
Apportionment for 1850	£395	3	2½
Apportionment for 1849	£392	10	2

IV. UNITED COUNTIES OF LEEDS AND GRENVILLE.

(Late the Johnstown District.)

	£	s.	d.
Elizabethtown	145	17	11
Yonge	89	4	10¾
Escott	34	18	5¼
Bastard	92	6	11¾
Burgess	7	15	2½
Kitley	97	0	1¼
South Elmsley	34	18	5¼
Leeds and Lansdowne, front	85	7	3½
Leeds and Lansdowne, rear	42	13	7¾
South Crosby	31	0	10
North Crosby	34	18	5¼
Augusta	143	11	4¼
Edwardsburgh	102	8	9
Oxford	116	8	1½
Wolford	85	7	3½
South Gower	20	3	6½
Apportionment for 1850	£1164	1	3
Apportionment for 1849	£1156	5	0

V. UNITED COUNTIES OF LANARK AND RENFREW.

(Late the Bathurst District.)

	£	s.	d.
Admaston	8	6	0⅞
Bagot and Blithfield	9	7	9⅝
Bathurst	74	10	0
Beckwith	65	19	3¼
Bromley	16	10	7⅛
Burgess	18	10	11⅜
Dalhousie and Levant	34	2	11
Darling	13	3	10¼
Drummond	96	4	7
North Elmsley	54	6	5½
Horton	18	3	2¼
Lanark	65	16	2
Montague	80	14	2
McNab	27	3	2¾
Packenham	38	16	0½
Pembroke and Stafford	14	13	4⅛
Ramsay	77	12	1
Ross	10	17	3½
Sherbrooke, North	8	12	3⅜
Sherbrooke, South	12	0	6⅞
Westmeath	9	10	10⅞
Apportionment for 1850	£755	1	9¼
Apportionment for 1849	£750	0	5

VI. UNITED COUNTIES OF FRONTENAC, LENNOX AND ADDINGTON.

(Late the Midland District.)

	£	s.	d.
Pittsburgh	62		
Kingston	206	0	9⅜
Loughborough	48	8	6
Bedford	16	16	9⅝
Portland	49	7	1½
Camden	179	6	10⅜
Sheffield	54	6	5½
Richmond	83	3	10
Ernestown	128	10	3
Adolphustown	17	16	11¾
Fredericksburgh	86	10	6⅞
Amherst Island	32	8	9¼
Wolfe Island	53	14	0½
Storrington	59	12	0
Apportionment for 1850	£1078	4	7¾
Apportionment for 1849	£1077	3	3

VII. COUNTY OF HASTINGS.

(Late the Victoria District.)

	£	s.	d.
Thurlow	108	12	11
Sidney	102	11	10¼
Tyendinaga	151	12	9¼
Rawdon	72	18	11½
Huntingdon	56	6	9¾
Hungerford	73	6	8⅝
Madoc	41	1	0⅝
Marmora	17	1	5½
Elzevir	4	3	9¾
Apportionment for 1850	£627	16	4¼
Apportionment for 1849	£616	13	4

VIII. COUNTY OF PRINCE EDWARD.

(Late the Prince Edward District.)

	£	s.	d.
Hallowell	61	6	1¾
Athol	42	7	5¼
Hillier	70	3	1
Ameliasburgh	82	9	10⅜
Sophiasburgh	85	8	10⅛
Marysburgh	95	9	0¾
Apportionment for 1850	£437	4	5¼
Apportionment for 1849	£434	5	9

IX. UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

(Late the Newcastle District.)

	£	s.	d.
Haldimand	86	18	4
Murray	131	18	6½
Cartwright	37	5	0
Clarke	143	11	4¼
Cavan	110	3	11½
South Monaghan	31	16	4¼
Hamilton	95	9	0¾
Manvers	40	14	10⅛
Hope	107	1	10½
Seymour	51	4	4½
Percy	45	15	8¾
Cramahe	103	4	3¼
Darlington	182	7	4¾
Apportionment for 1850	£1167	11	1⅛
Apportionment for 1849	£1156	5	0

X. COUNTY OF PETERBOROUGH.

(Late the Colborne District.)

	£	s.	d.
Monaghan	58	19	7
Asphodel	38	16	0½
Belmont	4	13	1½
Dummer	35	13	11½
Douro	46	11	3
Ennismore	15	10	5
Emily	85	7	3½
Eldon	31	16	4¼
Fenelon	8	10	8¾
Mariposa	62	1	8
Otonabee	77	12	1
Ops	46	11	3
Smith	58	19	7
Verulam	10	17	3½
Apportionment for 1850	£582	0	7½
Apportionment for 1849	£578	2	6

XI. COUNTY OF YORK.

(Late the Home District.)

	£	s.	d.
Albion	107	11	2¼
Brock	83	11	7⅛
Caledon	89	11	1¼
Chinguacousy	178	17	6⅝
Etobicoke	85	13	6
Gwillimbury, East	63	11	1⅞
Gwillimbury, North	29	6	8¼
Georgina	18	3	2¼
Gore of Toronto	37	5	0
King	129	5	9¼
Markham	188	17	9¼
Pickering	156	10	6⅝
Reach	62	1	8
Scarborough	88	0	0¾
Scott	12	9	10⅝
Toronto	178	6	8¼
Uxbridge	19	9	11⅓
Vaughan	169	17	6⅛
Whitby	201	12	3¾
Whitchurch	90	15	11¼
Thorah	21	8	4½
York	212	11	1⅞
Mara	11	1	11⅜
Apportionment for 1850	£2236	0	6¾
Apportionment for 1849	£2203	14	8½

XII. COUNTY OF SIMCOE.

(Late the Simcoe District.)

	£	s.	d.
West Gwillimbury	112	5	10⅜
Tecumseth	99	19	1
Mono	67	18	0⅞
Adjala	55	1	11¾
Oro	48	17	9¼
Innisfil	47	9	10½
Medonte	24	15	1⅜
Nottawasaga	34	1	4⅜
St. Vincent	20	19	0¾
Vespra	29	14	5⅜
Essa	29	14	5⅜
Floss	8	16	11¼
Tiny	14	7	1⅝
Tay	5	7	1⅛
Mulmer	13	17	9⅞
Tossorontio	8	12	3⅜
South Orillia	11	13	9
North Orillia	3	13	6¾
Sunnidale	4	11	6⅞
Apportionment for 1850	£641	17	3⅜
Apportionment for 1849	£637	11	1½

XIII. UNITED COUNTIES OF WENTWORTH AND HALTON.

(Late the Gore District.)

	£	s.	d.
Ancaster	88	9	4½
Barton	38	16	0½
Beverley	108	12	11
Binbrooke	34	18	5¼
Brantford	146	13	5¼
Dumfries	205	13	0¼
Esquesing	126	9	10¾
Flamborough, East	59	19	9⅛
Flamborough, West	69	16	10⅓
Glandford	36	9	5¾
Nassagawaya	52	1	5⅜
Nelson	92	5	5⅛
Oneida	30	5	3¾
Onondaga	38	0	6¼
Saltfleet	69	16	10⅓
Seneca	50	8	10¼
Trafalgar	150	11	0½
Apportionment for 1850	£1399	8	8⅛
Apportionment for 1849	£1390	0	10½

XIV. UNITED COUNTIES OF LINCOLN, HALDIMAND AND WELLAND.

(Late the Niagara District.)

	£	s.	d.
Bertie	66	8	7
Caistor	28	8	0¾
Canborough	23	14	11¼
Crowland	36	18	9½
Cayuga	46	5	0½
Clinton	54	0	3
Dunn	19	1	9¾
Gainsborough	51	13	8¼
Grantham	79	12	5¼
Grimsby	60	4	5
Humberstone	53	4	8¾
Louth	43	18	5¾
Moulton	33	16	8½
Niagara	57	2	4
Pelham	53	4	8¾
Stamford	76	10	4¼
Sherbooke	9	15	6¾
Thorold	89	14	2½
Willoughby	36	18	9⅓
Wainfleet	36	7	11⅛
Apportionment for 1850	£957	1	10⅛
Apportionment for 1849	£950	18	4½

XV. COUNTY OF WATERLOO.
(*Late the Wellington District.*)

	£	s.	d.
Amaranth	5	3	0
Arthur	27	11	0
Bentinck	17	18	0
Derby	15	13	0
Egremont	11	16	0
Eramosa	41	14	0
Erin	57	8	0
Garafraxa	33	0	0
Glenelg	12	14	0
Guelph	83	18	0
Holland	13	14	0
Maryborough	11	18	0
Melancthon	4	13	0
Nichol	38	4	0
Normanby	8	11	9
Peel	37	5	0
Puslinch	63	4	0
Sullivan	9	11	0
Sydenham	28	12	0
Waterloo	133	3	0
Wellesley	48	16	0
Wilmot	91	12	0
Woolwich	57	11	0
Apportionment for 1850	£853	9	9
Apportionment for 1849	£847	15	3

XVI. COUNTY OF OXFORD.
(*Late the Brock District.*)

	£	s.	d.
Oakland	20	3	6½
Burford	85	7	3½
Blenheim	81	9	8¼
Norwich	100	17	8½
Dereham	48	2	3½
Woodstock	30	5	3¾
Blandford	14	14	10¾
East Oxford	43	9	2
East Zorra	60	10	7½
West Zorra	62	1	8
Oxford North	23	5	7½
Oxford West	65	19	3¼
Nissouri	76	16	6¾
Apportionment for 1850	£713	3	7¾
Apportionment for 1849	£708	7	11

XVII. COUNTY OF NORFOLK.
(*Late the Talbot District.*)

	£	s.	d.
Townsend	118	16	2⅞
Woodhouse	82	0	6⅝
Walpole	58	0	11½
Walsingham	49	0	11
Windham	54	3	4¼
Charlotteville	74	6	10¾
Rainham	30	2	2½
Middleton	25	13	8⅞
Houghton	27	4	9⅜
Apportionment for 1850	£519	9	7¾
Apportionment for 1849	£515	19	11

XVIII. COUNTY OF MIDDLESEX.
(*Late the London District.*)

	£	s.	d.
Adelaide	52	7	7⅞
Aldborough	22	5	5⅜
Bayham	86	9	0¼
Carradoc	88	19	1¾
Delaware	23	2	6¼
Dorchester	103	2	8⅝
Dunwich	41	2	7¼
Ekfrid	41	2	7¼
Lobo	81	0	4½
London	172	18	0½
Malahide	85	7	3½
Metcalfe	23	11	10
Mosa	53	0	0⅞
Southwold	109	19	3⅝
Westminster	103	10	5¾
Williams	30	2	2½
Yarmouth	138	10	5⅝
Apportionment for 1850	£1206	11	9½
Apportionment for 1849	£1198	9	10

XIX. UNITED COUNTIES OF HURON, PERTH AND BRUCE.
(*Late the Huron District.*)

	£	s.	d.
Ashfield	9	6	3
Biddulph	20	11	3⅝
Blanchard	29	2	0⅜
Colborne	13	19	4½
Downie	59	19	9⅛
Ellice	13	0	3⅛
North Easthope	31	16	4¼
South Easthope	18	1	7⅝
Fullarton	6	7	3¼
Goderich	78	9	1⅞
Hullet	7	13	7⅞
Logan	7	4	10
McGillivray	26	13	11
McKillop	24	8	10⅞
Stanley	29	19	1¼
Stephen	9	12	5½
Tuckersmith	27	4	9⅜
Usborne	7	19	10⅜
Wawanosh	3	17	7¼
Apportionment for 1850	£425	8	6¼
Apportionment for 1849	£422	11	5

XX. UNITED COUNTIES OF ESSEX, KENT AND LAMBTON.

(Late the Western District.)

	£	s.	d.
Anderton	14	18	0
Bosanquet	3	3	7⅝
Brooke	9	14	0⅛
Colchester	49	13	4
Chatham	26	9	3⅛
Camden	10	6	5⅛
Dawn	31	0	10
Dover, East and West	28	11	2
Gosfield	43	9	2
Harwich	70	18	7¼
Howard	66	8	7
Maidstone	19	8	0¼
Mersea	29	2	0¾
Malden	47	9	10½
Moore and Enniskillen	35	7	9
Orford	34	13	9⅜
Plympton	27	12	6½
Raleigh	62	7	10½
Romney	7	15	2½
Rochester	15	8	10⅜
Sandwich	125	15	11½
Sombra	34	16	10⅜
Sarnia	23	10	3⅜
Tilbury East	17	9	2⅝
Tilbury West	12	8	4
Warwick	32	1	0⅛
Zone	51	7	5¾
Apportionment for 1850	£931	8	1¼
Apportionment for 1849	£925	3	1

No. 8.—CIRCULAR to the Clerks of the several Cities and Towns in Upper Canada, transmitting a certified copy of the Apportionment of the Legislative School Grant for 1850.

EDUCATION OFFICE,
Toronto, 31st July, 1850.

SIR,—As required by the *thirty-fifth* section of the School Act, 13th and 14th Victoria, chapter 48, (a copy of which, with the Forms and Instructions to aid in executing its provisions, I herewith transmit,) I have the honor to intimate to you, for the information of the Council of which you are Clerk, and of your Board of Common School Trustees, that the sum stated below opposite the name of your city or town has been apportioned for the current year out of the Legislative School Grant. By the 42nd section of the Act, the amount of school money apportioned to each city or town is payable to the Chamberlain or Treasurer of such city or town. Your Treasurer can forthwith apply and receive such apportionment for the current year.

In accordance with the *twenty-first* section of the Act, taken in connexion with the 2nd proviso of the 3rd clause of the *twenty-seventh* section, you will please inform me of the name of the Chamberlain or Treasurer of your city or town, and favor me, from time to time, with a copy of the proceedings of your Council on school matters.

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

APPORTIONMENT of the Legislative School Grant to the several Cities and Towns in Upper Canada, for the year 1850.

CITIES.	APPORTIONMENT FOR 1849.	APPORTIONMENT FOR 1850.
Toronto	£423 19 2	£426 16 5½
Kingston	223 10 10	225 1 0½
Hamilton	190 0 2½	191 5 10⅝
TOWNS.		
London	115 12 6	116 8 1½
Cobourg	73 4 7	73 14 5¾
Bytown	68 5 11	68 15 1¾
Niagara	61 2 6½	61 10 9⅝
St. Catherines	61 1 0	61 9 3
Brockville	57 16 3	58 4 0¾
Belleville	54 2 3	54 9 6¾
Brantford	48 5 1	48 11 7¼
Dundas	46 5 0	46 11 3
Port Hope	40 1 8	40 7 1
Picton	38 10 10	38 16 0½
Prescott	36 3 0½	36 7 11⅛
Cornwall	30 16 8	31 0 10

No. 9.—CIRCULAR to the Clerks of the several Counties and Union of Counties in Upper Canada, calling attention to several provisions of the Common School Act, relating to financial matters.

EDUCATION OFFICE,
Toronto, 4th March, 1851.

SIR,—I have the honor to state, that the Local Superintendents for the Townships named in the annexed list have omitted to transmit to this Office their Annual Report for 1850, as required by the 10th clause of the 31st section of the School Act.

These local school officers having received their appointment from the Council of which you are Clerk, I have deemed it more appropriate to call their attention to the omission through you.

It is of the utmost importance that the annual school returns for 1850 should reach this office previously to making the apportionment of the Legislative school grant to the several incorporated villages, townships, towns, cities and counties in Upper Canada for the current year; as this department can have no other means of ascertaining how far the general terms prescribed by the Legislature, as a condition of receiving a portion of the school fund, have been complied with on the part of the school authorities of each school section in Upper Canada.

It is also from these annual reports, in connexion with the certified abstract of the County auditors' Report (so far as it relates to the school moneys of the county) that this department can judge to what extent the positive enactments contained in the following clauses and sections of the school law have been observed and acted upon by the Municipal Council of each county throughout Upper Canada, during the past year :—

"XXVII. And be it enacted, that it shall be the duty of the Municipal Council of each County :

Fourthly. To see that sufficient security be given by all officers of such Council to whom school moneys shall be entrusted : to see that no deduction be made from the school fund by

the county Treasurer or sub-treasurer, for the receipt and payment of School moneys; to appoint, if it shall judge expedient, one or more sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each such sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys, given by any Local Superintendent within the parts of the county for which he is appointed sub-treasurer, as are imposed by this Act upon each county Treasurer, in respect to the paying and accounting for School moneys.

"XL. And be it enacted, That the sum of money apportioned annually by the Chief Superintendent of Schools to each county, township, city, town or village, and at least an equal sum raised annually by local assessment, shall constitute the common school fund of such county, township, city, town, or village, and shall be expended for no other purpose than that of paying the salaries of qualified teachers of common schools: Provided always, that no county, city, town or village, shall be entitled to a share of the Legislative school grant without raising by assessment, a sum at least equal (clear of all charges for collection) to the share of the said school grant apportioned to it: and provided also, that should the municipal corporation of any county, city, town or village, *raise in any one year a less sum than that apportioned to it* out of the Legislative school grant, the Chief Superintendent of Schools shall deduct a sum equal to the deficiency, from the apportionment to such county, city, town or village, in the following year.

"XLV. And be it enacted, That no part of the salaries of the Chief or Local Superintendents of Schools, nor of any other persons employed, or expenses incurred, in the execution of this Act, shall be paid out of the common school fund, which shall, wholly and without diminution, be expended in the payment of teachers' salaries as hereinbefore provided."

The following clauses of the 27th section of the School Act refer to the duty of each county Clerk, in transmitting certain items of important information to this office. As several of those officers have omitted to transmit the information required, I fear the clauses referred to have escaped their notice.

"XXVII. And be it enacted, That it shall be the duty of each Municipal Council of each County:

Fifthly. To appoint annually, or oftener, Auditors, whose duty it shall be to audit the accounts of the county Treasurer and other officers to whom school moneys shall have been intrusted, and report to such Council; and the county Clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanations relating thereto, as far as he is able, which may be required by the Chief Superintendent.—*Thirdly* * * And provided also, that the county Clerk shall forthwith notify the Chief Superintendent of Schools of the appointment and [*Post Office*] address of each such Local Superintendent, and of the county Treasurer: and shall likewise furnish him with a copy of all proceedings of such Council, relating to school assessments and other educational matters."

Your attention to the subjects of this communication will enable the Chief Superintendent to notify you at an early day of the amount of the annual apportionment of the Legislative school grant to your county for the current year. The apportionment to the several incorporated villages, townships, towns, cities and counties, will be officially notified in the *Journal of Education for Upper Canada.*

I have the honor to be, Sir,
Your most obedient servant,
(Signed,) J. GEORGE HODGINS,
Deputy Superintendent.

No. 10.—Circular to the Clerks of the several Counties and Unions of Counties in Upper Canada, notifying the Apportionment of the Legislative School Grant for the year 1851.

Sir,—As required by the provisions of the first and second clauses of the 35th section, in connection with the 6th clause of the same section, of the Common School Act for Upper Canada, 13th and 14th Victoria, chapter 48, I have the honor to annex herewith the certified apportionment of the Legislative School Grant, for the current year, to the several townships in the municipality of which you are Clerk.

2. The gross amount apportioned this year to the several counties, townships, cities, towns, and villages in Upper Canada, (deducting the sums authorized by the 39th and 41st sections of the School Act,) is greater than that apportioned to the entire province last year; but separate apportionments having been now made to several towns and incorporated villages recently erected into school municipalities, the amount apportioned to some individual counties may appear smaller in consequence.

3. The money apportioned to your county will, as provided by the 42nd section of the School Act, be payable to the County Treasurer, or his Attorney, at the office of the Honorable the Receiver General, Toronto, on the 1st day of July next.

4. As required by the first clause of the 31st section of the School Act, you will please notify the Local Superintendents of this apportionment, so far as it relates to the townships under their charge respectively.

5. It not having been considered advisable this year to adopt arbitrarily the basis, in the distribution of the School Fund among the several school sections, authorized by the first clause of the 31st section of the Act, I am directed by the Chief Superintendent to submit for the consideration of the County Council, the propriety of adopting this year the new system for the distribution of the School Fund, according to the average attendance of pupils. Some County Councils have already expressed a wish that the former method of distributing the School Fund—according to the school population returns of the previous year—should be continued this year also. In all such cases, the Chief Superintendent has expressed his concurrence in the wishes of the Council.

6. If you have not already done so, you will please notify this department of the decision of the County Council upon this subject at your earliest convenience, so as to enable the Chief Superintendent to issue his instructions to the Local Superintendents, as contemplated in the 31st clause of the School Act.

I have the honor to be, Sir,

Your most obedient servant,

(Signed,) J. GEORGE HODGINS,
Deputy Superintendent.

Education Office, *Toronto, 1st of May*, 1851.

APPORTIONMENT of the Legislative School Grant to the several Counties, Townships, Cities, Towns, and Incorporated Villages in Upper Canada, for the year 1851.

GENERAL ABSTRACT *of the Apportionment of the Legislative School Grant for the years* 1849, 1850, *and* 1851.

	In 1849.	In 1850.	In 1851.
	£ s. d.	£ s. d.	£ s. d.
Apportioned to the Counties	17,253 18 11½	17,394 4 4⅘	16,952 9 6*
Apportioned to the Cities	837 10 2½	843 3 4⅘	881 0 6
Apportioned to the Towns	731 7 4	736 6 2	829 1 0
Apportioned to the Incorporated Villages, &c.	.....	.....	321 7 6
Special Cases	45 0 0†	35 0 0†	43 3 0‡
Gross total apportioned	18,867 16 6	19,008 13 10¾	19,027 1 6

APPORTIONMENT of the Legislative School Grant to the several Counties in Upper Canada, for the year 1851.

	£	s.	d.
I. Stormont, Dundas, and Glengarry	1,011	7	6
II. Prescott and Russell	251	2	0
III. Carleton	479	18	6
IV. Leeds and Grenville	1,049	18	6
V. Lanark and Renfrew	617	17	0
VI. Frontenac, Lennox, and Addington	939	7	6
VII. Hastings	578	17	0
VIII. Prince Edward	409	14	6
IX. Northumberland and Durham	1,146	6	0
X. Peterborough	530	2	0
XI. York	2,200	16	0
XII. Simcoe	641	18	6
XIII. Wentworth and Halton	1,200	13	6
XIV. Lincoln and Welland	702	19	6
XV. Haldimand	324	7	6
XVI. Norfolk	431	3	6
XVII. Oxford	789	0	0
XVIII. Waterloo	963	7	6
XIX. Middlesex	1,243	8	6
XX. Huron, Perth, and Bruce	555	4	6
XXI. Kent	294	9	0
XXII. Essex and Lambton	560	11	0
Total apportionment to the several Counties of Upper Canada	£16,952	9	6

* See second paragraph of the foregoing circular to Clerks of Counties, accompanying this apportionment.

† Apportioned to District Model School and Poor Schools.

‡ To make up a deficieney of apportionment to the township of Uxbridge, in 1849 and 1850.

I. UNITED COUNTIES OF STORMONT, DUNDAS, AND GLENGARRY.

	£	s.	d.
Cornwall	108	3	0
Finch	28	19	0
Osnabruck	94	10	0
Roxborough	50	2	0
Matilda	148	13	0
Mountain	60	7	6
Williamsburgh	108	19	6
Winchester	51	18	0
Charlottenburgh	107	14	0
Kenyon	95	17	0
Lancaster	92	6	6
Lochiel	93	18	0
	£1041	7	6

II. UNITED COUNTIES OF PRESCOTT AND RUSSELL.

	£	s.	d.
Alfred	8	14	0
Caledonia	24	7	6
Hawkesbury, East	53	11	0
Hawkesbury, West	64	13	0
Longueuil	30	15	0
Plantagenet, North	24	6	0
Plantagenet, South	12	3	0
Clarence	7	16	0
Cumberland	16	5	6
Russell	8	11	0
	£251	2	0

III. COUNTY OF CARLETON.

	£	s.	d.
Fitzroy	47	3	6
Gloucester	63	7	6
Goulbourn	56	6	6
Gower, North	39	9	0
Huntley	50	9	6
March	14	14	0
Marlborough	44	11	0
Nepean	85	8	6
Osgoode	69	12	0
Torbolton	8	17	0
	£479	18	6

IV. UNITED COUNTIES OF LEEDS AND GRENVILLE.

	£	s.	d.
Bastard	74	14	0
Burgess, South	6	3	0
Crosby, North	32	3	6
Crosby, South	35	12	6
Elizabethtown	117	18	0
Elmsley, South	35	9	6
Escott	29	12	6
Kitley	97	10	0
Leeds and Lansdowne, Front	71	2	0
Leeds and Landsowne, Rear	36	9	0
Yonge	84	16	6
Augusta	124	4	0
Edwardsburgh	98	6	6
Gower, South	17	5	0
Oxford	104	17	0
Wolford	83	15	6
	£1049	18	6

V. UNITED COUNTIES OF LANARK AND RENFREW.

	£	s.	d.
Bathurst	57	18	0
Beckwith	55	10	0
Burgess, North	36	7	6
Dalhousie and Levant	28	2	6
Darling	14	0	6
Drummond	44	0	6
Elmsley, North	37	16	0
Lanark	54	10	6
Montague	71	18	6
Ramsay	72	15	0
Sherbrooke, North	12	4	6
Sherbrooke, South	5	9	6
Admaston	4	14	4
Bagot	10	7	0
Bromley	13	19	0
Horton	16	14	6
MacNab	24	15	0
Packenham	36	18	0
Pembroke	8	12	6
Ross	1	5	6
Westmeath and Stafford	9	18	0
	£617	17	0

VI. UNITED COUNTIES OF FRONTENAC, LENNOX, AND ADDINGTON.

	£	s.	d.
Bedford	19	10	0
Kingston	116	6	6
Loughborough	44	0	6
Pittsburgh	62	8	0
Portland and Hinchinbrooke	58	10	0
Storrington	54	4	6
Wolfe Island	47	9	6
Adolphustown	13	11	6
Fredericksburgh	73	14	6
Richmond	79	10	0
Amherst Island	28	4	0
Camden, East	194	5	0
Ernestown	101	3	6
Sheffield	46	10	0
	£939	7	6

VII. COUNTY OF HASTINGS.

	£	s.	d.
Hungerford	57	7	6
Huntingdon	45	10	6
Madoc and Elzevir	57	13	6
Marmora	18	15	0
Rawdon	59	12	6
Sidney	90	13	6
Thurlow	95	15	6
Tyendinaga	153	9	0
	£578	17	0

VIII. COUNTY OF PRINCE EDWARD.

	£	s.	d.
Ameliasburgh	74	2	0
Athol	36	10	6
Hallowell	67	5	6
Hillier	80	14	0
Marysburgh	87	3	0
Sophiasburgh	63	19	6
	£409	14	6

IX. UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

	£	s.	d.
Alnwick	7	19	0
Cramahe	112	10	0
Haldimand	90	3	0
Hamilton	98	6	0
Monaghan, South	31	11	6
Percy	55	13	0
Murray	122	6	6
Seymour	52	4	0
Cartwright	32	9	6
Cavan	103	7	0
Clarke	139	11	6
Darlington	168	16	6
Hope	96	1	6
Manvers	35	12	6
	£1146	6	0

X. COUNTY OF PETERBOROUGH.

	£	s.	d.
Asphodel	35	14	0
Belmont	5	3	6
Douro	45	3	0
Dummer	36	4	6
Eldon	28	4	0
Emily	79	5	6
Ennismore	12	9	0
Fenelon	7	5	6
Mariposa	79	1	0
Monaghan, North	19	19	0
Ops	53	14	0
Otonabee	61	14	6
Smith	50	2	0
Verulam	16	2	6
	£530	2	0

XI. COUNTY OF YORK.

	£	s.	d.
Brock	88	10	0
Georgina	20	12	6
Gwillimbury, North	25	14	6
Gwillimbury, East	61	5	6
Mara	14	9	6
Reach	75	7	6
Scott	14	9	6
Thorah	24	0	0
Uxbridge	37	8	6
Whitchurch	93	6	0
Etobicoke	77	12	6
King	153	1	6
Vaughan	171	6	0
York	197	2	0
Markham	178	14	6
Pickering	160	1	0
Scarborough	81	9	0
Whitby	138	15	0
Albion	105	15	0
Caledon	88	4	0
Chinguacousey	163	16	0
Gore of Toronto	53	12	6
Toronto	176	3	6
	£2200	16	0

XII. COUNTY OF SIMCOE.

	£	s.	d.
Adjala	58	1	0
Collingwood	7	7	0
Essa	36	7	6
Euphrasia	5	0	6
Flos	4	13	0
Gwillimbury, West	100	11	6
Innisfil	46	10	0
Medonte	30	0	0
Mono	71	12	6
Mulmur	11	14	0
Nottawasaga	39	18	0
Orillia, North	4	1	0
Orillia, South	8	17	0
Oro	45	0	0
St. Vincent	12	19	6
Sunnidale	4	1	0
Tay	5	10	0
Tecumseth	91	17	6
Tiny	18	10	0
Tossorontio	9	7	6
Vespra	30	0	0
	£641	18	6

XIII. UNITED COUNTIES OF WENTWORTH AND HALTON.

	£	s.	d.
Ancaster	82	19	0
Barton	30	4	6
Binbrook	35	8	0
Brantford	144	0	0
Glandford	38	12	6
Onondaga	35	18	6
Saltfleet	59	0	6
Beverley	102	9	0
Dumfries	147	13	6
Esquesing	119	17	0
Flamborough, East	48	3	0
Flamborough, West	71	11	0
Nassagaweya	53	11	0
Nelson	82	5	6
Trafalgar	149	0	6
	£1200	13	6

XIV. UNITED COUNTIES OF LINCOLN AND WELLAND.

	£	s.	d.
Caistor	27	7	6
Clinton	51	9	0
Gainsborough	55	7	0
Grantham	51	9	0
Grimsby	51	12	0
Louth	34	17	6
Niagara	50	15	6
Bertie	58	1	0
Crowland	42	12	0
Humberstone	34	13	0
Pelham	52	1	0
Stamford	71	2	0
Thorold	53	17	0
Wainfleet	33	19	6
Willoughby	33	16	6
	£702	19	6

XV. COUNTY OF HALDIMAND.

	£	s.	d.
Canborough	27	13	6
Cayuga, North	34	13	0
Cayuga, South	20	11	0
Dunn	15	19	6
Moulton and Sherbrooke	42	1	6
Oneida	34	16	0
Rainham	29	11	0
Seneca	69	1	6
Walpole	50	0	6
	£324	7	6

XVI. COUNTY OF NORFOLK.

	£	s.	d.
Charlotteville	60	6	0
Houghton	24	12	0
Middleton	32	18	6
Townsend	131	3	6
Walsingham	53	6	6
Windham	70	2	6
Woodhouse	58	14	6
	£431	3	6

XVII. COUNTY OF OXFORD.

	£	s.	d.
Blandford	25	1	0
Blenheim	116	14	5
Burford	86	14	0
Dereham	63	16	6
Nissouri	102	19	6
Norwich	100	5	6
Oakland	17	11	0
Oxford, North	30	6	0
Oxford, East	53	18	6
Oxford, West	48	15	0
Zorra, East	52	5	6
Zorra, West	90	13	6
	£789	0	0

XVIII. COUNTY OF WATERLOO.

	£	s.	d.
Amaranth	9	19	6
Arthur	23	14	0
Bentinck and Glenelg	22	11	6
Derby and Sydenham	25	17	6
Egremont	8	17	0
Eramosa	46	11	6
Erin	76	19	0
Garafraxa	29	14	0
Guelph	65	5	0
Holland	18	0	0
Nichol	61	1	0
Normanby	7	7	0
Peel and Maryborough	26	9	6
Puslinch	86	17	0
Sullivan	8	3	6
Waterloo	168	0	0
Wellesley	91	19	0
Wilmot	111	19	6
Woolwich	74	2	0
	£963	7	6

XIX. COUNTY OF MIDDLESEX.

	£	s.	d.
Adelaide	42	4	6
Aldborough	15	1	6
Bayham	95	12	6
Carradoc	77	5	0
Delaware	24	4	6
Dorchester	75	9	0
Dunwich	40	10	0
Ektrid	46	2	6
Lobo	106	1	0
London	106	12	0
Malahide	95	6	6
Metcalfe	21	19	6
Mosa	53	5	0
Southwold	99	4	6
Westminster	104	8	0
Williams	38	8	0
Yarmouth	151	14	6
	£1243	8	6

XX. UNITED COUNTIES OF HURON, PERTH AND BRUCE.

	£	s.	d.
Ashfield	19	5	6
Biddulph	32	17	0
Colborne	20	12	6
Goderich	56	8	0
Hullett	8	0	6
McGillivray	31	17	6
McKillop	28	5	6
Stanley	32	8	0
Stephen	15	10	6
Tuckersmith	35	2	0
Usborne	11	0	6
Wawanosh	14	11	0
Blanchard	43	4	0
Downie	66	16	6
Easthope, North	51	4	6
Easthope, South	27	15	0
Ellice	16	7	0
Fullarton	17	12	6
Logan	8	2	0
Kincardine	18	4	6
	£555	4	6

XXI. COUNTY OF KENT.

	£	s.	d.
Camden and Zone	31	19	0
Chatham	21	10	6
Dover, East and West	16	11	6
Harwich	51	9	9
Howard	60	15	0
Orford	30	19	6
Raleigh	48	3	9
Romney	6	16	6
Tilbury, East	12	16	6
Tilbury, West	13	7	0
	£294	9	0

XXII. UNITED COUNTIES OF ESSEX AND LAMBTON.

	£	s.	d.
Anderton	7	8	6
Colchester	44	2	0
Gosfield	45	3	0
Maidstone	25	2	6
Malden	22	11	6
Mersea	40	7	0
Rochester	18	9	0
Sandwich	107	5	0
Bosanquet	32	12	6
Brooke	9	0	0
Dawn	12	4	6
Enphemia	39	4	6
Moore	26	17	0
Plympton	28	19	0
Sarnia	22	13	0
Sombra	35	12	6
Warwick	42	19	6
	£560	11	0

No. 11.—Circular to the Clerks of the several Cities, Towns, and Incorporated Villages in Upper Canada, notifying the Apportionment of the Legislative School Grant for the year 1851.

Sir,—In accordance with the first and second clauses of the 35th section, in connection with the 6th clause of the same section of the Common School Act for Upper Canada, 13th and 14th Victoria, chapter 48, I have the honor to intimate to you, for the information of the Council of which you are Clerk, and of your Board of Common School Trustees, that the sum placed opposite the name of your Municipality has been apportioned to it for the current year out of the Legislative School Grant.

2. By the 42nd section of the School Act, the amount of school money apportioned to each city, town, and incorporated village, is payable to the Chamberlain or Treasurer of such Municipality on the first day of July next, at the office of the Honorable the Receiver General, Toronto.

3. Should you not have already notified this department of the name of the Treasurer of your Municipality, you will please do so at your earliest convenience, in order that the warrant may issue to the proper party authorized by law to receive the apportionment. I would, at the same time, direct your attention to the 21st section, in connection with the second proviso of the third clause of the 27th section, and the fifth clause of the same section of the School Act, and I will thank you to favour the Chief Superintendent from time to time with a copy of the proceedings of your Council on school matters.

I have the honor to be, Sir,

Your most obedient servant,

(Signed,) J. GEORGE HODGINS,
Deputy Superintendent.

Education Office, *Toronto, 1st of May,* 1851.

Apportionment of the Legislative School Grant to the several Cities, Towns, and Incorporated Villages in Upper Canada, for the year 1851.

		£	s.	d.	£	s.	d.
Cities.	Toronto	497	5	0			
	Hamilton	187	13	0			
	Kingston	196	2	6			
					881	0	6
Towns.	Belleville	54	6	0			
	Brantford	67	14	6			
	Brockville	58	1	0			
	Bytown	96	12	0			
	Cobourg	65	14	0			
	Cornwall	33	0	0			
	Dundas	51	7	6			
	Goderich	15	0	0			
	London	116	8	0			
	Niagara	46	19	0			
	Peterborough	35	9	6			
	Picton	34	7	0			
	Port Hope	41	2	0			
	Prescott	37	13	0			
	St. Catharines	75	7	6			
					829	1	0

Incorporated Villages. — Villages.	Chippewa	21	1	6			
	Galt	40	2	6			
	Oshawa	19	5	6			
	Paris	31	17	6			
	Thorold	24	10	6			
Town Municipalities.	Amherstburgh	30	0	0			
	Chatham	30	19	6			
	Guelph	35	9	6			
	Perth	33	4	6			
	Simcoe	22	14	6			
	Woodstock	32	2	0			
					321	7	6
Total apportionment to Cities, Towns, and Incorporated Villages ...					£2,022	9	0

No. 12.—Circular to Local Superintendents of Common Schools in Upper Canada, on the mode of distributing the School Fund among the several School Sections, for the year 1851.

Sir,—I address this circular to you on the subject of distributing the School Fund for the present year among the several school sections placed under your charge. The first clause of the 31st section of the School Act requires each Local Superintendent, "as soon as he shall have received from the County Clerk a notification of the amount of money apportioned to the township or townships within the limits of his charge, to apportion the same (unless otherwise instructed by the Chief Superintendent of Schools) among the several school sections entitled to receive it, according to the average attendance of pupils attending each Common School, (the mean attendance of pupils for both winter and summer being taken,) as compared with the whole average number of pupils attending the Common Schools of such township."

It is clear from the clause of the Act thus quoted, that if no instructions be given by the Chief Superintendent of Schools on the apportionment of the school money by Local Superintendents, the average attendance of pupils must be the basis of such apportionment. The power given to the Chief Superintendent as to the basis of apportioning the money to the several school sections under your charge, was designed merely to prevent the introduction of the new principle of apportionment without proper notice and against the wishes of any county. I have no desire or interest on the subject, except that which will be most acceptable to the people at large, and most conducive to the education of their children. The principle of aiding those who help themselves, and in proportion as they do so, appears the most equitable and best calculated to call forth local effort, to keep the schools open both summer and winter, and to secure the largest and most regular attendance of pupils. But at the same time, all parties concerned ought to have a year's notice that the amount of school money to be apportioned to them the following year would depend upon their exertions, and not upon the accidental circumstance of the number of children of school age resident in their section. In order, however, to render the administration of the law on this point more harmonious with the wishes of the people, the several County Councils have been consulted, and I have received replies from most of them. The purport of the greater part of the replies is in favour of apportioning the school money to each section the current year according to the ratio of school population, and not of school attendance; in some of the

replies no wish is expressed on the subject; and in one or two instances County Councils have expressed a wish to have the moneys apportioned upon the basis of last year's attendance, as contemplated by the letter of the law.

The following Municipal Councils have expressed a wish that the basis of the distribution of the School Fund for 1851 should be that of school population, as reported for 1850, viz:—

1. The County of Norfolk.
2. The United Counties of Northumberland and Durham.
3. The United Counties of Stormont, Dundas, and Glengarry.
4. The United Counties of Frontenac, Lennox, and Addington.
5. The County of Peterborough.
6. The United Counties of Essex and Lambton.
7. The County of Prince Edward.
8. The County of Carleton.
9. The United Counties of Wentworth and Halton.
10. The County of Oxford.
11. The County of Simcoe.

The following have expressed a wish that the distribution of the School Fund for 1851 be according to the average attendance of pupils, as contemplated in the first clause of the 31st section of the School Act, viz:—

1. The United Counties of Huron, Perth, and Bruce.
2. The County of Middlesex.
3. The United Counties of Lanark and Renfrew.
4. The County of Kent.

The remaining seven County Municipalities have either expressed no opinion at all, or else have not yet transmitted their opinion on the subject to the Education Office.

With the wishes thus expressed it is my desire to comply. I have therefore to request, that in all cases where your County Council has either expressed no opinion on the subject, or has expressed a desire that the former method of apportioning the school money the current year should be continued, you will apportion the same according to the ratio of children between the ages of five and sixteen years resident in each school section as compared with the whole number of children of school age in the township. But if your County Council has expressed a wish that practical effect should be given to the new provision of the law on this subject, you will then apportion the money to the several school sections under your charge according to the average attendance of pupils during the last year, "the mean attendance for both winter and summer being taken."

Two questions have been proposed to me by several Local Superintendents, as to the basis of apportioning the school money to the several school sections. The first is, whether a school section in which the school is kept open only six months is entitled to an apportionment equal in amount to another section with the same number of pupils in which the school is kept open nine or twelve months? I answer, that the law having prohibited the payment of school moneys in aid of any section in which a school shall not have been kept open six months during the preceding year by a legally qualified teacher, the period of six months has been regarded as the minimum of a school year. Yet as the law does not require the Local Superintendent to pay to the orders of the Trustees of a school section in which a school may have been kept open six months *all* that may have been apportioned to such section for the year, there is room to consider the question as to whether two sections equal in school population should receive an equal amount of aid from the School Fund, though in the one the

school should be kept open only six months during the year, and in the other twelve. Thus far, each section in which a school has been kept open six months during the year by a qualified teacher, has received the full amount of the apportionment for such year. That course I think should not be departed from the current year. But the question involved may, I think, form a proper topic of remark and consultation at the County School Conventions, which I hope to be able to attend during the ensuing autumn throughout Upper Canada.

The second question which has been proposed by several Local Superintendents, relates to the mode of apportionment where the average attendance of pupils, and not school population, is made the basis of apportionment to the several school sections of a township. To ascertain the average attendance of pupils at a school for a given period, involves no difficulty; but I am asked, how the "mean attendance of winter and summer is to be obtained?" I answer, that in the directions which have accompanied the blank forms of Trustees' reports during the last two or three years, it is stated that "the term *summer* in the report is intended to include the half year commencing in April and ending in September, and the term *winter* the half year commencing in October and ending in March;" or in other words, the *summer* part of the school year commences in the *spring*, and the *winter* part in the *autumn*. Should the "average winter attendance" of pupils in a school section be fifty, and should there be no school in such section during the summer, the "mean attendance of pupils in winter and summer" in such section would be twenty-five; but should there be a school in such section during the summer, and the average attendance be forty, then the mean attendance of fifty in the winter and forty in the summer, would be forty-five.

These remarks on the modes of apportioning the school moneys will, I hope, be sufficient to guide you in performing this part of your duty the current year. In the contemplated School Conventions next autumn, we will confer on this as well as on other important subjects connected with the working of our school system.

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

Education Office,
Toronto, 28th June, 1851.

No. 13.—Circular to the Taxable Inhabitants of Cities and Towns, on the subject of the election of Boards of School Trustees.

Gentlemen,—I beg to adopt this method of calling your attention to the important duty which devolves upon you of electing Common School Trustees on the first Tuesday of September next. According to the provisions of the new Common School Act for Upper Canada, there is to be but one Board of Trustees for the management of all the Common Schools in each city and town. That Board is to be composed of two persons from each ward of such city or town; which persons are to be elected by all the taxable inhabitants of such ward, at the place of the last municipal election, and in the same manner as the members of the city or town Council are elected. One of the Trustees elected in each ward retires from office the second Wednesday of January in each year, and his place is to be filled by popular elec-

tion. The Trustees thus elected are the *school representatives of the inhabitants of each city or town.* They have the sole power of employing teachers and of determining the sums which shall be raised and expended for Common School purposes, and how and when such sums shall be raised. They are the Common School Corporation of each city or town.

The character and condition of the Common Schools in each city and town will be determined by the character of the School Corporation elected. According to the 47th section of the Act, the first election takes place on the first Tuesday in next September, pursuant to notice by the Mayor of each city or town. On the School Corporations thus elected will devolve all the obligations which have been incurred by the present Boards of School Trustees for cities and towns.

The election of proper persons as School Trustees in the several wards of each city and town, is therefore a matter of the greatest importance. They should, doubtless, be persons who understand the Common School wants of their fellow-citizens or townsmen, and who will take a deep and lively interest in supplying them. I would, therefore, respectfully submit for your consideration, whether it would not be well to have each Board composed, as near as may be, of an equal number of clergymen and laymen—one clergyman and one layman elected for each ward. Thus nearly, if not quite all the religious persuasions of each city and town would be represented through their Ministers; and the laymen will be best able to attend to the financial affairs of the schools, and the clergy will have most leisure and be in the best position to attend to the character and discipline of the schools, and to use the most efficacious means of securing the attendance of all eligible children in each city and town. The union of the representatives of several religious persuasions in each Board will effectually prevent any thing like mere sectarianism in the schools, while they will be invested with a proper moral and Christian character; and in all educational Boards of which I have any knowledge, (and they are common in the neighbouring States,) which consist partly of laymen and partly of clergy of different religious persuasions, the proceedings are characterized by harmony, propriety, and efficiency.

I therefore respectfully suggest for your consideration the importance of trying this plan of constituting your Boards of Common School Trustees. If, on trial, it should not realize your expectations, you can easily adopt another—as one-half of each Board of Trustees retire at the beginning of each year. But, if, on the other hand, it shall be found to work well, (as I am persuaded it will,) the greatest benefit must result from thus securing the intelligence and leisure and influence and zeal of the clergy, in connexion with the laity of the different religious persuasions, in educating the children of the masses of our fellow-citizens and townsmen; and their friendly and efficient co-operation in a work of this kind, will, I am confident, issue in increasing friendly and fraternal feelings in other respects and in other matters. It is under the influence of these convictions, that I have taken the liberty to make the suggestion, in calling your attention to the approaching election required by the new School Act.

I have the honour to be, Gentlemen,

Your obedient servant,

(Signed,) E. RYERSON.

Education Office,
Toronto, 15th August, 1850.

No. 14.—Circular to the Boards of School Trustees in the several Cities and Towns in Upper Canada, on their duties under the Common School Act.

Education Office,
Toronto, 7th October, 1850.

Gentlemen,—Your fellow-citizens and townsmen have elected you to a trust the most important and responsible; and the School Act invests you with ample powers to fulfil that trust, so as to extend the facilities of a sound education to each child in every city and town in Upper Canada. On you will rest the responsibility if any of the schools under your charge is inefficient, whether from the employment of an improper teacher, or from the want of a proper school house, or proper furniture or text-books, or if a single child be unprovided with the means of education; and to you will appertain the satisfaction and honour and gratitude, which shall never die, if each school over which you are placed be a living fountain of knowledge and virtue, and if each child within your jurisdiction have unobstructed access to that fountain. Water and bread and clothing are not more needful for the health and growth and comfort of the body, than are the food and pulsations of knowledge to the vital energy and divine distinction of mind. The uneducated child grows up into a mere animal of bones and sinews, with tastes and sympathies and habits as degraded and pernicious as they might be exalted and useful. The destiny of each child in each city and town—especially of the more laborious classes—is, in a great measure, in your hands. You are its chosen educational guardians; and as such you have the power of training and sending him forth an intelligent and useful citizen, or of neglecting and turning him out both a victim and instrument of the worst propensities of our nature.

Our cities and towns are the centres and hearts of large sections of country, and radiate influences, for good or for evil, which are felt over the whole areas of the surrounding circles. This is especially the case in Upper Canada, where domestic relations and every variety of social and business intercourse between town and country are so numerous and intimate.

In your new and responsible position, the first subject which will naturally engage your attention is the *nature of the work which lies before you.* It is to provide primary instruction for children from five to eight years of age—intermediate instruction for those from eight to eleven years of age—and higher instruction for youths from eleven to fourteen. The nature and classification of subjects contained in this course of instruction, need not be here enumerated or stated; but they will at once suggest the proper gradation of schools and the several departments in the same school, when established upon a large scale and including several teachers.

The providing proper school houses, furnished with maps, apparatus, and the needful text-books for the pupils, the employment of efficient teachers, the appointment of an able and active Superintendent, and the selection of an intelligent and faithful local Committee for each school or ward, together with the estimate and provision for the support of schools, will next engage your earnest attention, and constitute the principal subjects of your future solicitude and labours. A *division of labour* will be one of the most convenient, if not essential, means of accomplishing these purposes with any degree of facility and success; such as the appointment of a Committee on school houses; a Committee on the qualifications, employment and salaries of Teachers; a Committee on text-books and apparatus; a Committee on examinations and discipline; a Committee of Ways and Means, and another on Accounts. In smaller towns and incorporated villages, so minute a division of labour among the members of the Board of Trustees will not be necessary. Most of these Committees should report

once a month at the monthly meeting of the Board of Trustees; the Committee on School Examinations should attend the Quarterly Examinations of the schools, and should report the result of examination in each school. The Local Superintendent (who should be a practical teacher, a man of virtue, a lover of youth, and an ardent friend and promoter of knowledge,) should visit each of the schools and report on their state and progress at lease once a month; and his report should specially include, among other things, a statement of the manner in which the School Registers are kept, and the character of attendance of pupils, as well as the character of organization, classification, teaching and discipline in each school. He should have Quarterly Meetings of the teachers, to interchange views on various points of instruction and discipline, in order to promote harmony of action, and cause the whole system of schools in each city and town to tend towards a high and uniform standard of excellence.

To enter into a minute detail of all the regulations and proceedings which must be adopted in order to establish and maintain a proper system of schools in each city and town, would entirely exceed the limits of this circular. The importance, objects and peculiar features of this system of schools, I explained, at some length, in a circular addressed to the Heads of City and Town Corporations in January, 1848, on the introduction of the City and Town School Act, 10th and 11th Victoria, chapter 19, and which will be found in the first volume of the *Journal of Education*, pages 16–24. And the economy and great practical advantages of this system of schools in cities and towns where it exists in the neighbouring States, are shewn in the same volume of the same journal, pages 121–123, and 150–153.

Under these circumstances, it would be superfluous for me to dwell at length upon the subject anew; but to aid you as far as in my power in the great work on which you are now entering, I have purchased, and I hope soon to be able to place into the hands of the Board of School Trustees for each city and town in Upper Canada, Mr. Barnard's unrivalled work on "*School Architecture*—an octavo volume of nearly 400 pages, containing upwards of 300 illustrations, and embracing all the important improvements which have been made in the last few years in the construction of school houses for schools of every grade, from the Infant School to a Normal School, with suitable plans for the construction and arrangement of seats, desks, and for warming and ventilation, for appendages, grounds, &c." I will also endeavour to procure for each Board of School Trustees, whom I am now addressing, a copy of the "*Rules and Regulations for Public Schools*" which have been adopted by the Boards of Education or Trustees in the cities of *Boston* and *Providence* (Rhode Island), and under the operation of which the most complete and efficient system of schools has been matured which, I think, exists in any city or town, either in Europe or America. Our School Law confers upon you all the powers of establishing and maintaining your schools (classical as well as common,—see 12th section, 4th clause,) which are conferred upon the School Corporations of the cities referred to; and my earnest desire and prayer is, that you may be disposed and enabled to exercise these powers with like wisdom, patriotism and success.

It is in the character and facilities of public school education in their cities and towns that our American neighbours far excel us. I think our rural schools, as a whole, are advancing more rapidly than theirs; but in each of their cities and towns they have in efficient operation an uniform and magnificent system of schools, the advancement of which is the highest ambition of their highest citizens, and which offers FREE education to the poor as well as the rich—to all classes upon equal terms according to property. In all our cities and towns we now have substantially their School Law; and I fervently hope we shall soon have

as good, and even better schools. It is with the elective Board of School Trustees in each city and town in Upper Canada to say whether this shall be so or not.

I have the honor to be, Gentlemen,

Your most obedient servant and fellow-labourer,

(Signed,) E. RYERSON.

P. S.—It may be proper for me to make an explanatory remark on the nineteenth section of the School Act, authorizing, under certain circumstances, the establishment of Protestant and Roman Catholic separate Schools. In my late Circular to Township Councils, I have remarked upon this provision of the Act, and shown that it is no new provision, but one which has existed upwards of seven years—since the commencement of our present Common School system. It has clearly been intended from the beginning as a protection of the minority against any oppressive or invidious proceedings on the part of the majority in any school division, in addition to the ordinary provision of the Act, prohibiting the compulsory attendance of any child upon a religious exercise, or reading a religious book, to which his parents or guardians shall object. The existence of so few separate schools (only about fifty in all Upper Canada, and nearly one-half of them Protestant), shows that the provision for their establishment is rarely acted upon,—as the local school authorities seldom find occasion for it. And as there can be no separate school in a school division, unless the teacher of the mixed school is of a different religious persuation from the applicants for such separate school, the local Board of Trustees can always, if they think proper to do so, make such a selection of teachers as will prevent the establishment or continuance of separate schools.

(Signed,) E. R.

No. 15.—Notice to the Local Superintendents of Common Schools, and the Trustees of County Grammar Schools throughout Upper Canada.

Education Office,
Toronto, 8th October, 1850.

By the 28th Section of the School Act, 13th and 14th Victoria, chapter 48, the Board of Trustees of the Grammar School and the Local Superintendents of Schools in each county or union of counties, are constituted a Board of Public Instruction for such county or union of counties; and under the authority given in the 35th section and 3d clause of said Act, I hereby appoint the first meeting of each County Board of Public Instruction to be held on Thursday, the *fourteenth* day of November next, at ten o'clock, A. M., at the place of the last meeting of the Council of such county or union of counties. When once assembled, the law authorizes each County Board to appoint the times and places of its own meetings.

(Signed,) E. RYERSON,
Chief Superintendent of Schools.

No. 16.—Circular to the County Boards of Public Instruction in Upper Canada, on their duties under the Common School Act.

Education Office,
Toronto, 8th October, 1850.

Gentlemen,—I transmit you herewith a copy of the Programme of the examination and classification of teachers of Common Schools, * which has been adopted by the Council of Public Instruction, as required by the School Act, 13th and 14th Victoria, chapter 48; and I think it proper, at the same time, to make a few explanatory and practical remarks on the subject.

1. You will observe that the standard of qualifications prescribed for each class of teachers is extremely *low*:—lower indeed than in strict propriety it ought to be—lower than it is for Common School teachers in Ireland—lower than it will doubtless be in Upper Canada in the course of three or four years. The standard here laid down for *first* class teachers will probably soon be applied to second class teachers, and that of second applied to *third* class teachers, and no persons will be admitted into the public schools as legally qualified teachers whose qualifications will not enable them to secure a second class certificate according to the accompanying programme. But the Council of Public Instruction has had regard to the present circumstances of the country, to the fact that this is the first step which has yet been adopted for establishing an uniform standard and system of examination of teachers throughout Upper Canada. It is painful to think that there should be a necessity in any part of the Province to license persons as teachers with no higher qualifications than those required of *third* class teachers in the accompanying programme; but it is hoped such a necessity will not long exist: and every teacher of this class should be impressed with the consideration, that, if he wishes to be recognized in future years as a legally qualified teacher of Common Schools, he must apply himself diligently to the acquisition of higher qualifications. The profession of school teaching can only be efficient and influential as the qualifications and character of its members are respectable and elevated. The accompanying programme states the *minimum* of qualifications required for each class of certificates.

2. But the first and perhaps most important duty which devolves upon you is that which precedes an examination into the intellectual qualifications of candidates. The law expressly declares that "*no certificate of qualification shall be given to any person as teacher who shall not furnish satisfactory proof of good moral character.*" This is a vital point on which you are called to pass a conscientious and impartial judgment before you admit any candidate to an examination. The law of the land thus makes you the moral guardians of the children and youth of your respective counties, as far as depends upon the moral character of their teachers, the same as the Divine law makes you the guardians of your own children; and you should certainly license no character to teach the former whom you would not permit to teach the latter. Many representations have been made to this Department respecting intemperate and profane and Sabbath-breaking teachers. To what extent these representations are well founded is not for me to say. But when so many parties have been *individually* authorized to license teachers, it were not surprising if isolated *individual* firmness should be overcome by the importunity of a candidate in some instances, backed by requests of inconsiderate trustees. Now, however, you meet in council; the candidates come before you on common ground; you judge of the "moral character" of each by a common rule; you are less liable to those plaintive appeals and pleas which have so often been pressed upon the

* See Appendix, No. VII.

feelings of individual Superintendents and Visitors. I cannot but regard it as your special mission to rid the profession of common school teaching of unworthy characters and of wholly incompetent persons, to protect the youth against the poison of a vicious teacher's example, and to lay the foundation for greatly elevating the profession of school teaching, and greatly increasing the efficiency and usefulness of Common Schools. The moral character of teachers involves the deepest interests of our offspring and the widest destinies of our country. No lax expediency or false delicacy should be permitted to endorse a person of irregular habits or doubtful morals as a "*good moral character*," and let him loose upon society, authorized and certified as a duly qualified teacher of its youth. I am sure you will agree with me that your certificate should state what you believe to be strictly true, and therefore be a guarantee to trustees of schools and parents of children, in regard to the moral character and intellectual qualifications of every teacher whom you shall license.

3. As to your examination of candidates in the several subjects mentioned in the programme, I had at first intended to have prepared some general questions on each subject, as hints both to examiners and candidates for certificates of different classes; but on further considerations I found it would occupy too much space, and might probably be better left to the discretion and judgment of examiners themselves. I would only suggest, therefore, as all the candidates present at any meeting of a County Board of Examiners will probably be examined in a single class, the candidates entitled to the lower class certificates may be relieved from remaining (except as mere spectators) at the continuation of the examination of those who are deemed competent to be examined in the subjects prescribed for the higher class certificates; and that as the object of the examination is to ascertain, not only the nature and extent of the attainments of the candidates, but their capacity to teach others what they know themselves, the examination, in each subject of the programme should be specially adapted to elicit this primary qualification of a good teacher, as also his knowledge of school organization, classification and government.

4. It only remains to me to advert to the mode of calling the first meeting of County Boards of Public Instruction and of holding their future meetings. As the mode of calling the first meeting is left as a matter of instruction from this Department (section 35, clause 3,) I have thought it would be most convenient for the members of each County Board to meet about the middle of November, and have appointed that time accordingly. Each County Board, once assembled, will ever after, according to law, appoint the times and places of its own meetings. It is submitted whether the first meeting of each County Board of Public Instruction would examine teachers at all; whether the members present at such meeting might not consider and determine their mode of proceeding in the admission of candidates to examination, and in the mode of examining them—assigning to one or more members the duty of conducting the examination in each branch or subject prescribed in the programme; and then appointing the time and place, or times and places, for the examination of teachers —giving due publicity of the same. As but three members of the County Board are required to be present at any meeting for the examination and licensing of teachers, they might at a general meeting agree to meet in sections of three or four members each at places most convenient for the examination of teachers for different specified portions of the county—especially if it be large. As by the 15th section of the Act, the certificates of qualification to teachers, given by Local Superintendents, are valid during the current year, the meetings and proceedings of the County Boards will have reference to 1851 and future years.

5. No branch of a system of public instruction has ever been brought into operation in any country without much anxious toil; and the efficient commencement of this most important and too long neglected department of our school system will require no inconsiderable labour

and much patient and earnest purpose to promote the welfare of the rising generation. The more serious and difficult part of the task will soon be accomplished, while the results cannot fail to be extensively beneficial, alike upon the application, the aspirations and improvements of teachers, the character of the schools, and the progress and interests of the pupils.

I have the honor to be, Gentlemen,

Your most obedient servant,

(Signed,) E. RYERSON.

No. 17.—Powers and Responsibilities of School Trustees in Upper Canada, under the Common School Act.

[*From the Journal of Education.*]

As considerable correspondence has taken place in the department of Public Instruction respecting the authority of School Trustees, especially in cities, towns, and incorporated villages, and as the discussion of the question has been introduced into some of the public papers, we deem it proper to explain the objects and nature of the provisions of the School Act on this important subject.

2. From the correspondence on the subject of the School Law, which was printed by order of the Legislative Assembly last year, it appears that in each of four reports which the Chief Superintendent made to the Governor General, between March 1846 and May 1850, he adverted to the radical defects of the School Law in reference to the office of School Trustees, and the necessity of increasing their powers, in order to improve the schools, as well as improve the character of the Trustee Corporations. The provisions of the present Act were, therefore, intended to remedy the evils thus repeatedly pointed out and very generally felt.

3. The evils were two-fold;—the powerlessness of Trustees when elected, and deficiency in the qualifications of persons elected—the latter being, to a great extent, the consequence of the former. Trustees could not establish or maintain a good school without employing a good teacher; and they could not procure such a teacher without securing to him a fair salary. This they could not do, as they had not power to secure the payment of such salary. They depended upon two uncertain resources for means to meet their engagements. The one was a rate-bill, the amount of which was as uncertain as the varying feelings of the persons having children to send to the school. If that resource failed, or was insufficient, as was very commonly the case, the only remaining resource (except voluntary subscription) was to petition the Municipal Council to impose a tax to make up the deficiencies; and one or two persons in a school section opposed to such tax could, by their representations to the Council, almost invariably defeat the Trustees. The effect was loss to the teacher, mortification, defeat and contumely to the Trustees.

4. Such was the case in numbers of school sections where the Trustees were intelligent, active and public spirited. In those sections where the Trustees themselves were indifferent to their duties and obligations, the state of things was still worse in respect both to children and the teachers, especially as teachers had no remedy against the Trustees personally.

5. The consequence of all this was, that the office of School Trustee was burdensome and vexatious; and being powerless, it fell into contempt. Intelligent and active Trustees

frequently became discouraged and disgusted, and refused to serve, as did other competent persons, and incompetent persons were elected. Thus the office of School Trustee was regarded, to a great extent, if not generally, as one of the least respectable and most undesirable of all the elective offices in the gift of the people.

6. Now, the objects contemplated by the provisions of the present School Act were, as far as possible, to remedy this accumulation of evils by rendering the office of School Trustee one of the most powerful for good, and therefore one of the most honorable in town or country; and thus to induce the utmost care and vigilance on the part of the electors to choose proper persons for that office, and to induce such persons to accept it and become candidates for it, as they do in regard to other responsible and honorable offices, the occupancy of which depends upon popular election.

7. The principle on which these provisions of the School Act are founded, is in harmony with that which lies at the foundation of our general system of government. It is that of representation. In our representative system of government, a town or township tax is imposed by the elected representatives of that town or township. So a county or provincial tax is imposed by the elected representatives of the people in a County Council or in the Provincial Legislature. Those representatives possess the largest discretionary powers to raise moneys to erect public buildings, and make or authorize contracts and provide for their fulfilment. No surprise or doubt is expressed or entertained in regard to such representative powers, because they are familiar to all, and known by all to be necessary for the interests and improvements of the country, however objectionable or unwisely they may be exercised in particular cases. On the same principle are based the enlarged powers of School Trustees, whose numbers are much larger in proportion to the respective constituencies they represent than members of township or County Councils, or of the Provincial Legislature.

8. The principle of the School Act therefore is, that the Trustees, or elected School Representatives, of each school division, whether section, village, town or city, shall determine the amount of every description of school expenditure, of contracts, appointments and management in all school matters, in such section, village, town or city, and have the power to give effect to their estimates, engagements and plans of proceeding. These powers and duties appertain to all Trustee Corporations, whether in town or country. It is not the office of a public meeting, in the country, any more than in town, to determine what sum or sums shall be raised and expended for school purposes; that is, in all cases, the right and duty of the Trustees, as may be seen by referring to the 12th section of the School Act, 4th and 5th clauses, and the 3rd, 4th and 6th clauses of the 24th section.

9. In the country, a public meeting called in each school section decides upon the *manner* in which such sum or sums shall be raised, but nothing as to the *amount;* and if the means thus provided are insufficient to defray the expenses estimated and incurred by the Trustees, they are authorized by the 12th section, latter part of the 7th clause of the Act, to assess and cause to be collected, any additional rate on the property of the school section that may be necessary to pay the balance of such expenses. By the 9th clause of the same section, Trustees can exercise their own discretion and convenience, either to assess and collect all their school rates themselves or by their Collector, or apply to the Township Council to do so, and the Council is required to give effect to their application, relating as it does to the constituents of whom they are the school representatives, the same as the members of the Council are the municipal representatives of the township. In such case, the Council has not to consider the *amount* required; (that is with the Trustees to determine;) nor any representations which may be made by any parties for or against such amount required; but simply the *manner* in which an annual meeting, or other public meeting called for the purpose, in

the school section concerned, has agreed to defray the expenses of the school. Should the Trustees determine not to apply to the Township Council, but collect by their own authority all moneys they require for school purposes, the 2nd, 8th and 9th clauses of the 12th section of the Act give them all the necessary powers to do so.

10. The object of leaving the *manner* of providing for all school expenses to the decision, in the first instance, of a public meeting in each school section, was not to limit the Trustees as to the *amount* of such expenses, or to cripple them as to the means of raising such amount, since they are especially empowered to do so by rate, if the m ans agreed upon at the public meeting are insufficient for that purpose; but the object was to make the question of provision for the education of youth a subject of public discussion and decision annually in each school section, and thus to diffuse useful knowledge and make the people acquainted with and alive to their own interests and duties—to enable them to provide for the support of their school in their own way, either by voluntary subscription or by self-imposed tax—and above all, to decide whether their school should be a *free* or a *rate-bill* school.

11. But while the Trustees of each school section are clothed with enlarged powers for the fulfilment of their important trust, they are also subject to additional responsibilities. They are required to account to their constituents at each annual meeting, by presenting "a full and detailed account of the receipts and expenditures of all school moneys received and expended in behalf of the school section for any purpose whatsoever, during the year then terminating;" and if the amount is not satisfactory to the majority of the meeting, arbitrators are chosen by each party to decide, and are invested with power to make each of the Trustees or any other person account for and pay all the money due by him to the school section. This is a responsibility to which members of the Legislature, and of county, city, town or township councils are not subject, and affords to the rate payers in each school section ample security for the faithful expenditure of moneys.

12. In cities, towns and incorporated villages, these Boards of Trustees, varying from six to sixteen members in each, are invested with larger powers than the Trustees of school sections. Each Board has the charge of all the Common Schools in the municipality, determines their number and kind, whether primary, intermediate, or high schools, whether classical or English, whether denominational or mixed, whether many or few, the amount and manner of their support. Each Board appoints its own Local Superintendent of Schools, and a Local Committee for the immediate oversight of the schools under its charge. The Board of Trustees in each city, town or incorporated village, is not required, as in rural school sections, to call a public meeting to consider the manner of supporting one or more of the schools in such municipality; in most cases this would be impossible; in no case is it required. The only public meetings which Boards of Trustees in cities, towns, and incorporated villages are required to call, are for the *election of Trustees*. If they choose, they can call meetings for any school purpose whatever, like the Mayor of a city, or the Reeve of a town or village; and in any case of their thinking it advisable to call a school meeting, the Act provides for enabling them to do so, and directs their mode of proceeding, so that it may be done under the authority and protection of law. In some instances, objections have been made to the lawfulness of the proceedings of Boards of Trustees, because public meetings had not been convened to consider the school estimates and plans of such Boards. As well might the lawfulness of any financial proceedings of the Municipal Council of a county, town, township, or village, be objected to upon the same ground.

13. The Municipal Council of each city, town or incorporated village, is required to levy and collect whatever sum or sums of money may be required by the Board of Trustees for school purposes. The Board of Trustees (elected by all the tax payers,) and not the Muni-

cipal Council, represents such city, town, or incorporated village in all school matters; but as the Council has assessment rolls and employs Collectors for other purposes, it is more economical and convenient to have the school rates levied and collected by the Council than for the Board of Trustees to employ a separate class of officers for that purpose. In the city of New York, and various towns in the neighbouring States, Trustees are elected in each ward of the city or town, as in Canada, and constitute collectively a Board of Education or School Trustees for such city or town; and the Municipal Council of the city or town is required to levy and collect whatever sum or sums are required from time to time by the Board of Education or School Trustees.

14. The members of the Board of School Trustees in our cities, towns, and incorporated villages, are not personally responsible for school moneys, because the law is so constructed that all school moneys, even the rate-bills of each city, town, or village, must be paid into the hands of the Treasurer. But each Board of Trustees must prepare and publish annually, an account of the receipts and expenditure of all school moneys subject to their order.

15. Objections have been made in some instances to the erection of large central school houses in cities, towns and villages; and the authority of the Boards of Trustees has been called in question, because exception has been taken to their proceedings. The Government itself may err in its proceedings, but that is no disproof of its authority. The Boards of Trustees in cities, towns and villages, and the Trustees in many country places, are but commencing the greatest work connected with the welfare of their country; and they must expect opposition from mistaken ignorance, sectional selfishness and wealthy meanness. There are some unpopular duties connected with all public situations—duties from which selfish sycophancy shrinks, but which honest patriotism performs—duties which often commence under the opposition and abuse of many, but issue in the satisfaction of success and amid the gratitude and applause of all. In regard to large central school houses in cities, towns and villages, after the noble examples of the Boards of Trustees in Hamilton, London, Brantford, Brockville and Chatham, &c., it is remarked in the last Annual School Report for the State of Massachusetts:—"In small cities and towns it may often be found more economical to bring all grades of schools into one building than to be at the expense of purchasing several sites and erecting as many houses."

16. The remarks of some persons convey the idea that School Trustees are despots, trampling upon the rights and sacrificing the interests of the communities in which they live. Such remarks are as foolish as their imputations are unjust. The interests and burdens of Trustees are identical with those of their neighbours. The fact of their having been elected Trustees, is an avowal by their constituents that they are the most proper persons to be entrusted with their educational interests. If Trustees in any instance neglect or betray those interests, they can be superseded, on the expiration of their term of office, like all other unfaithful representatives of the people; and while in office, they have a right to the forbearance and support which the importance and difficulties of the office demand. Unlike most other public officers, Trustees work without pay; they may sometimes err; and who does not? But if there is any class of public officers entitled to more respect, more confidence and support than others, it is Trustees of Public Schools,—the elected guardians of the youth of the land, the responsible depositaries of their most vital interests. And if there is any one class of public officers in the selection of whom the people should be more careful than in the selection of others, it is School Trustees. The welfare of youth, and the future progress and greatness of Canada require that the best, the most intelligent, the most enterprising, public spirited, progressive men in the land should be elected School Trustees.

VII.—Programme of the Examination and Classification of Teachers of Common Schools, prescribed by the Council of Public Instruction for Upper Canada.

TO BE IN FORCE UNTIL REPEALED OR REVISED BY SAID COUNCIL.

N. B.—Candidates shall not be eligible to be admitted to examination, until they shall have furnished the Examiners with satisfactory evidence of their strictly temperate habits and good moral character.

I. Qualifications of Third Class Teachers.

Candidates for certificates as Third Class Teachers, are required:

1. To be able to read intelligibly and correctly any passage from any common reading book.

2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.

3. To be able to write a plain hand.

4. To be able to work readily questions in the simple and compound rules of Arithmetic, and in Reduction and Proportion, and be familiar with the principles on which these rules depend.

5. To know the elements of English Grammar, and be able to parse any easy sentence in prose.

6. To be acquained with the elements of Geography, and the general outlines of the Globe.

7. To have some knowledge of school organization and the classification of pupils.

8. In regard to the teachers of French or German, a knowledge of French or German grammar may be substituted for a knowledge of English grammar; and the certificates to the teacher expressly limited accordingly.

II. Qualifications of Second Class Teachers.

Candidates for certificates as Second Class Teachers, in addition to what is required of candidates for third class certificates, are required:

1. To be able to read with ease, intelligence, and expression, and to be familiar with the principles of reading and pronunciation.

2. To write a bold free hand, and to be acquainted with the rules of teaching writing.

3. To know Fractions, Involution, Evolution, and commercial and mental Arithmetic.

[Female candidates for this class of certificates will only be examined in Practice, and mental Arithmetic.]

4. To be acquainted with the elements of Book-keeping.

5. To know the common rules of Orthography, and be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of Mathematical, Physical, and Civil or Political Geography, as contained in any School Geography.

III. Qualifications of First Class Teachers.

Candidates for certificates as First Class Teachers, in addition to what is required of candidates for third and second class certificates, are required:

1. To be acquainted with the rules for the Mensuration of Superficies and Solids, and the elements of Land Surveying.

2. To be familiar with the simple rules of Algebra, and be able to solve problems in Simple and Quadratic Equations.

3. To know the first four books of Euclid.

4. To be familiar with the elements and outlines of general History.

5. To have some acquaintance with the elements of Vegetable and Animal Physiology and Natural Philosophy, as far as taught in the fifth book of the National Readers.

6. To understand the proper organization and management of schools and the improved methods of teaching.

N. B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

By order of the Council of Public Instruction for Upper Canada.

(Signed,) J. GEORGE HODGINS,
Recording Clerk, C. P. I.

Education Office, Toronto,
Adopted the 3rd day of October, 1851.

VIII.—General Form of Certificate of Qualification for Common School Teachers in Upper Canada, to be granted by County Boards of Public Instruction, in accordance with the Programme of Examination prescribed by the Council of Public Instruction.

This is to certify that of the faith, having applied to the Board of Public Instruction for the [*County School Circuit or United Counties*] of for a Certificate of Qualification to teach a Common School, and having produced "satisfactory proof of good moral character," the Board has carefully examined him [*or her*] in the several branches of study enumerated in the "Qualifications of [*third, second, or first, as the case may be*] class Teachers," contained in the "Programme of the Examination and Classification of Teachers of Common Schools, prescribed by the Council of Public Instruction for Upper Canada," adopted the 3rd day of October, 1850: and having found the said well qualified to teach the several branches therein named, the Board, as authorized by the 29th section of the Act, 13th and 14th Victoria, chapter 48, hereby licenses him [*or her*] to teach any Common School in the [*If a first class certificate, here insert the name of the county, school circuit, united counties, or city; if a second class certificate, the name of the township; and if a third class certificate, the name of the school section in which the candidate is authorized to teach,—to be determined, at the discretion of the Board.*]

This Certificate of Qualification to remain in force [*for one year from the date hereof, or until annulled according to law—to be determined by circumstance, and the class of the certificate granted.*]

Dated this day of , one thousand eight hundred and .

N. B.—Each certificate should be signed by the Chairman of the Board, and must also have the signature of a Local Superintendent of Schools. See 2nd clause of the 29th section of the Act.

IX.—Correspondence on the subject of making the Journal of Education the medium of communicating Official Notices, Instructions, &c., from the Educational Department, Upper Canada, to Municipal Councils, Superintendents and other persons concerned in the administration of the School Law in Upper Canada.

No. 1.—Copy of a Letter from the Chief Superintendent of Schools to the Provincial Secretary.

Education Office,
Toronto, 16th July, 1850.

Sir,—I have the honor to submit to the favorable consideration of His Excellency the Governor General in Council, the propriety and advantage of my being authorized to make the *Journal of Education for Upper Canada* the medium of Official Notices, Instructions, &c., to the Municipal Councils, Superintendents, and other officers concerned in the administration of the School Law. This will be a great saving of expense in postage, a convenience to this Department, and to all parties concerned, and a means of diffusing much practical information on school matters.

In the neighboring State of New York, this practice has long obtained in the School Department. The State Superintendent is authorized to subscribe annually to the amount of $2400 for some monthly School Journal of which he approves, to be supplied to each school district (called school section with us,) throughout the State, and to make such Journal the medium of publishing the School Law, and communicating on school matters with local school authorities. The Educational Journal selected, is not edited, but only approved of by the State Superintendent. On the contrary, I have assumed both the labor and responsibility of editing and publishing a monthly Educational Journal. The 15th clause of the new School Bill, which passed the Legislative Assembly last week, makes it the duty of each Corporation of Trustees to procure, annually, for the benefit of their school section, some periodical devoted to Education. I suppose, that, generally, if not universally, Trustees will feel it their interest and "duty" to procure the *Journal of Education for Upper Canada.* Making that Journal the medium of official notices, communications, &c., would add to its value and usefulness, and render all parties interested in the school system desirous of procuring it; and as I purpose to continue to do as I have done,—devote every farthing received on account of the *Journal of Education* in defraying the mechanical expenses of its publication, every additional subscriber will enable me to increase its value by illustrations in different departments of art, science, and natural history, and make other improvements, which I cannot undertake without a large subscription.

The convenience and practical benefits of the suggestion which I now submit, may be inferred from the following extracts from reports by the Superintendent of Schools in the State of New York. In his report for 1847, (pages 53, 54,) he says:—"The State subscription to this periodical [*District School Journal,*] has been continued by the undersigned [the Honorable N. S. Benton] since his appointment, under the full conviction of its necessity and importance, not only as *a convenient medium of transmitting and diffusing the orders, regulations, and decisions of the Department, and the various laws passed by the Legislature, in relation to Common Schools to every school officer in the State,* but as a most useful agent in promulgating interesting and important information equally beneficial to the public."

The present State Superintendent of Schools, (the Honorable C. Morgan,) in his school report to the Legislature (page 14) for 1849, received by me a few week since, says,—"The continuance of the annual appropriation for a monthly periodical, exclusively devoted to the subject of Education, and *which shall serve as a medium of communication between this*

Department and the officers and inhabitants of the several school districts, is respectfully recommended."

I do not propose that any notices, circulars, acts, &c., inserted in the *Journal of Education*, should be charged as advertisements; but I only desire that the Governor General in Council may be pleased to approve of my employing this method of communicating with Municipal Bodies and School Officers, on matters connected with this Department.

I have the honor to be, Sir,

Your most obedient servant,

(Signed,) E. RYERSON.

The Honorable James Leslie.
Secretary of the Province.

No. 2.—Copy of the Provincial Secretary's Reply to the foregoing Letter.

Secretary's Office,
Toronto, 30th July, 1850.

Reverend Sir,—I am directed by the Governor General to state, in reply to your letter of the 16th instant, that His Excellency has been pleased to direct me to communicate to you his approval of the plan therein proposed, viz.: of making the *Journal of Education* the medium of communicating Official Notices, Instructions, &c., from your Department to Municipal Councils, Superintendents, and other persons concerned in the administration of the School Law in Upper Canada.

I have the honor to be, Reverend Sir,

Your most obedient servant,

(Signed,) J. LESLIE,
Secretary.

The Reverend Egerton Ryerson, D.D.,
Chief Superintendent of Schools, U. C.

X.—Evidence given before the Finance Committee of the Legislative Assembly, on matters relating to the Educational Department of Upper Canada.

No. 1.—Personal Evidence in writing before the Committee, 22nd July, 1850.

The Reverend Egerton Ryerson, D. D., Chief Superintendent of Schools for Upper Canada, was called in, and submitted Answers to the Questions proposed to him by the Committee at its last sitting—which are as follows:—

Ques. Would you explain to the Committee the nature of the duties of the Clerks in the Education Office, and give your opinion as to the amount of salary which, consistent with the efficiency of the public service, should be granted to those Clerks? *Ans.* In answering this question, I think it proper to advert, in the first place, to the general duties of the Education Office. These are two-fold—relating to the Schools in general, and to the Normal and

Model Schools in particular. In reference to the former, each of the 2,871 Schools (or rather 3,036 School Sections) in Upper Canada, must be supplied with a copy of the School Act, and of the forms and instructions to execute it; so, also, must each of the local School Officers, Councils, &c. Each of the Local Superintendents and each School Corporation must be provided *annually* with a *blank* School Report. All these blank reports, forms, &c., are prepared in, and sent out from the Education Office. With each of the Municipal Councils, each of the Local Superintendents, and with a large proportion of the 2,871 Schools (either Trustees or Teachers, or both) more or less correspondence takes place from time to time, and this correspondence, in a majority of instances, involves general principles or questions of law, arising out of disputes, a desire for information on doubtful points, modes of proceeding, or school improvements of some kind. In this correspondence, the object of the Department is, not to deal in dry technicalities, but to give every possible information; to impart correct views, and inspire proper feelings in regard to the great objects and interests of the School System. The Legislative School Grant is to be annually apportioned to each city, town, village and township, as well as county, in Upper Canada, and notified to the Municipal Councils; and the data of that apportionment must be annually collected from these localities and examined, which often causes considerable trouble and correspondence, in consequence of defective Returns. The financial supervision extends (as the Official Returns in the office will show) not only to every municipality, but to every common school receiving public aid in Upper Canada; and the various Statistical Returns must be compiled for my Annual School Reports—a work for the Senior Clerk of some months. In addition to this are the contingencies and quarterly accounts, preparation of school bills, correspondence on the School Law—which has hitherto been considerable (as that printed by order of the Legislative Assembly shows), but which, I hope, will be less in future,—various applications and calls at the office for information, advice, &c., by persons interested in school matters, besides the usual routine common to all public departments. All the letters, reports, and other documents received at the office, must be endorsed and fyled away; all the official letters and documents sent from the office must be copied twice from the original drafts—first for the post, and secondly, into the appropriate books of the office; many of them are copied a third time for special use—as in respect to the whole of the correspondence on the School Law laid before Parliament. Now, the mechanical part of these various duties and labours is performed by the two clerks in the Education Office—the senior clerk being responsible, the junior clerk assisting him. Besides, the senior clerk affords much assistance to me daily in giving information to parties applying at the office, and acts as my deputy in my absence —he having thoroughly studied and mastered the School Law and school system, both in its principles and various details and applications.

2nd. In respect to the second branch of the duties of the Education Office,—those relating to the Provincial Normal and Model Schools,—I observe that the creation of this most important department of our school system, has added much to the responsibilities and duties of the Education Office—much more than I had intended or anticipated. It has, of course, fallen to me to originate and devise every thing connected with the establishment and location of the institution; the appointment of officers and their duties, all the details of its government and system of management, and measures for improving its efficiency and usefulness. The deliberation and decision upon these matters have required no little time on the part of the Board of Education, after they had been brought before it. And although I have taken no part in teaching, nor in any way assumed the relation of the masters to the students in the Normal School, the masters have, ever since its establishment, had almost daily consultations with me respecting occurrences and matters connected with the opera-

tions of the institution. The additional duties which have devolved upon the senior clerk from the establishment of the Normal and Model Schools, have also been beyond any thing which I had anticipated. The law simply provided that he should be—"Recording Clerk to the Board of Education, and enter all its proceedings in a book to be kept for that purpose." But in addition to that, and giving notices of all meetings of the Board, it has been found advisable not only to conduct the correspondence, but to manage all the financial affairs of the Normal and Model Schools through the Education Office—a duty from which the office and its clerks are exempted in the neighboring State of New York. Of course the execution of all the orders and plans of the Board is under my direction and upon my responsibility; and the senior clerk is responsible to me. The system of management is as follows:—Every thing done or procured on behalf of the Normal and Model Schools—including fittings, furniture, repairs, books and stationery—takes place through the Education Office. An order, according to a prescribed printed form, must be sent into the office, signed by the masters of the Normal School, addressed to the Chief Superintendent, for every article required in either school, whether books, stationery or repairs about the premises. If it be matter of ordinary contingency, the Chief Superintendent approves the order under a general regulation of the Board; if it involves any special expenditure, he lays it before the Board for its consideration and decision. In either case, the execution of the order is entrusted to the senior clerk, who purchases all the books and stationery required for about one hundred students in the Normal School and two hundred and fifty pupils in the Model School—stores them away in a room for that purpose in the office,—gives them out on the orders prescribed—noting and fyling away the orders, together with the bills of all articles purchased or work done, so as to compare the items in each bill with the orders and the entries in the accounts furnished and audited at the end of each quarter. It also devolves upon the senior clerk to prepare all accounts laid by the Chief Superintendent before the Board at the end of each quarter; to pay the same, as also the salaries of the masters, servants, &c., employed in the Normal and Model Schools; to keep the vouchers, arranging, numbering and fying them away; to keep the cash book, ledger, account current and other books required; to receive the fees, weekly, from the Model School Masters, also money for the copy and other school books sold there or at the office; o attend at the Normal School every Saturday during each session, to pay and take the receipts of the students to whom weekly aid is given; and generally to attend to all other mechanical duties required in connexion with the Normal and Model Schools, embracing a variety of details which it is needless to enumerate. I believe that hundreds of pounds have been saved by this system of careful and economical management; and it is by this means that so much has been done with so small a grant for the establishment of the Normal and Model Schools.

3rd. Then as to the salary of the clerks, I think the salary of the senior clerk ought to be £250 per annum. In the Common School Education Office of the State of New York, at Albany, the salary of the senior clerk is $1000 per annum; and I have reason to know that his duties are neither so various nor so responsible as those of the same clerk here. The senior clerk in the Education Office there has nothing whatever to do with any matters connected with the State Normal School; nearly all the correspondence of the office is conducted by means of printed forms, and its decisions and instructions given through the monthly State "District Common School Journal," a copy of which is furnished at the public expense, by order of the Legislature, to every school section in the State.

The senior clerk of this office is a person of good classical education—a man of general intelligence and ability—has been selected on the ground of his fitness for the office; he went home to Dublin, at his own expense, and at the sacrifice of a year and a quarter's salary, and

made himself familiar with the several departments of the great Educational Office of the National Board in Ireland, and returned with the high testimonials of the Board. He has assisted me in the office ever since I have had charge of it, except during his year's absence on my recommendation. The duties of the Education Office are very different from those of an excise or post office, and require a different class of qualifications. I desire those, and no other, to aid me who feel as deeply interested in the duties and objects of the office as I do, and who will study and labor to advance the interests of education and knowledge in every possible way; and such, I believe, is the case in regard to both the senior and the junior clerks.

In regard to the salary of the junior clerk, I dare say a purely mechanical copyist might be obtained for less than £175. But I think in a department, the whole object of which is to promote education, it is desirable and important that each person employed possess good attainments, and be worthy of implicit confidence, and cherish an intelligent and patriotic ambition for the educational and social advancement of the country. It has been as much my object to seek out persons of this description as my assistants, as to seek out persons of right feelings and proper qualifications as masters of the Provincial Normal and Model Schools. I believe I have been successful in both cases. The efficiency of my department is promoted by the talent, intelligence and zeal of each person connected with it; and I do not think that £175 per annum is too much to encourage and aid a young man, such as I have mentioned, to consecrate his time and his life to an employment in which every accession of experience, talent and knowledge may be rendered extensively useful. A second clerk was allowed, about two years since, on the unanimous recommendation of the Board of Education; and the new School Act greatly increases the duties of the department.

Ques. Can you suggest any means by which the contingencies and other expenses of your office can be reduced, having due regard to the efficiency of the public service?—*Ans.* I cannot—having made it my study and ambition to do as much as possible at as little expense as possible.

Ques. Are the clerks employed in the Education Office in any way occupied in the printing, publishing, or getting up of the "*Journal of Education.*"—*Ans.* I write the Editorial articles and make the selections myself; the senior clerk collects and prepares the *Educational, Literary, and Scientific Intelligence*, contributes occasional editorial notices and articles; and reads the proofs—which he usually does in the evenings, and after or before office hours. The junior clerk addresses the *Journal of Education* to persons to whom it is sent—but only during office hours when haste is required. Every thing done in connexion with the *Journal of Education*, has been done as not appertaining to the duties of the Education Office, but as a gratuitous contribution to the public, for which (preparing nearly four hundred closely printed octavo pages per annum,) neither the clerks nor myself have received a farthing's remuneration, except the pleasure and hope of doing good; besides which, at the conclusion of each volume, a considerable balance has been left against me on the score of the mechanical expenses of the publication—which I have paid myself. Many copies of the *Journal of Education* have also been gratuitously sent, at my own expense, to members of the Legislature and other public persons.

But while I have proceeded in the manner above stated, I wish to state distinctly, that I consider all that has been done in reference to the getting up the *Journal of Education* as coming strictly within the duties of my office, and that I might properly, not only have done all that the preparation of it required during office hours (could time have been commanded), but that I might have fairly asked the balance necessary to defray the expenses of its publication, as contingent expenses of my office, instead of paying from time to time such balance

myself. The School Law expressly requires (and has done so from the beginning) the Chief Superintendent of Schools, among other things, "*To employ all lawful means in his power to collect and diffuse information on the subject of Education generally among the people of Upper Canada.*" It will be seen by the printed Correspondence on the School Law, recently laid before Parliament (pp. 29, 30), that as early as the 29th of December, 1846, I proposed the publication of the *Journal of Education*, as one means of carrying out the provisions of the School Act just quoted. The needful sanction having been obtained, I commenced it in January, 1848. If, then, even more than two or three days of a clerk's time had been employed each month in promoting such an object, it would have been in accordance with the letter and spirit of the law. In the State of New York, the law authorizes the Superintendent of Common Schools to "subscribe for a sufficient number of copies of some monthly periodical exclusively devoted to 'Education,'" to supply a copy to each of the 11,000 Common Schools in the State. In the *Prospectus* of the *Journal of Education*, it was stated:—"The whole amount of the subscription will be devoted to the support and improvement of the *Journal*, independent of editorial management." A strict and separate account of every farthing received, has been kept, and devoted as intimated. If, then, I have undertaken to do without a Legislative appropriation, what such an appropriation has been made in the State of New York to accomplish, I think the economical complaint to the Finance Committee, implied in the question which I have now answered, might, upon the soundest principles of public economy, have been a recommendation to the Legislature to aid me in diffusing a monthly periodical, wholly devoted to Education, upon broad Christian and patriotic principles.

If it be said that the law has not *expressly* authorized the publication of an educational periodical by the Chief Superintendent of Schools; I reply, neither has the law *expressly* authorized him to take steps to establish a Provincial Normal School,—yet he has done so, and in doing so has, I think, as well as in establishing a *Journal of Education*, but carried into effect the provisions of the law.

No. 2.—Explanatory Letter to the Chairman of the Committee.

Education Office,
Toronto, July 29th, 1850.

Sir,—In the votes and proceedings of the Finance Committee of Wednesday, the 24th instant, I observe in the answer of the Superintendent of Education for Lower Canada to certain questions of the Committee, allusions to the Education Department for Upper Canada, calculated to convey a very erroneous impression, I desire therefore to make some further explanation, in addition to the answers given in to the Finance Committee by me on Monday, the 22d instant.

As there were last year 1800 Common Schools in Lower Canada, while there were 2800 in Upper Canada, and as the total expense of management in Lower Canada was £1678, while that in Upper Canada was £891, the Superintendent of Education in Lower Canada accounts in part for the excess of expenditure in his department over mine, by reference to my office, which I beg to correct.

1. Whether the population of Lower Canada is much larger than that of Upper Canada is, I think, a doubtful question; but I think it is not doubtful that the correspondence of an

Education Office is rather affected by the number of schools in charge than by the population at large; and it must require more expense of printing, stationery, and labour, to supply 2800 schools than 1800. And had I sent out all the printed copies of the School Act, forms and regulations, blank reports, &c., by mail, instead of, to as great an extent as possible, by stage and steamboat (at a comparatively trifling expense), I might have easily more than doubled the *postage* expense of this department.

2. As a small set off for the trouble and expense of the management of the affairs of the Normal and Model Schools through my office (a charge from which the Education Office in Lower Canada is exempt), the servants attending upon those schools, employed by the Board of Education, have performed the messenger duties of the Education Office. To this I may add that, having procured as a gift twenty-five complete sets of the series of school books and reports of the National Board of Education in Ireland, I presented a set of each to the District and City Municipal Councils in Upper Canada, and conveyed them to the Councils to which they were presented without any charge to the Department. I do not think that any one step has contributed more than this to make the excellence and cheapness of these valuable books known to the leading minds of the various counties, and to secure their extensive introduction into the schools.

3. As to the "Superintendent of Education for Upper Canada having been provided with everything necessary (office room, furniture, &c.), a few days after his appointment," I remark, that for two years after my appointment, I provided my own office; and on the removal of the office from Cobourg to Toronto, in June, 1846, when the Board of Education was appointed, and steps taken to establish a Provincial Normal School, I devoted a part of my own residence for the meetings of the Board and the Education Office, until the following January, 1847—providing office attendance and fuel the last three months of the time—for which I never asked nor received a farthing's remuneration. When I proposed to furnish an office, I made the following communication to the Provincial Secretary, specifying the articles required, and getting authority to procure them, as had been suggested to me by one of the then members of the Goverment:

"Education Office,

"*Toronto, January 9th*, 1847.

"Sir,—I have the honor to submit for the consideration of His Excellency in Council the following estimate of expenses necessary to furnish an office for the Board of Education and Superintendent of Schools—the fourth section of the present School Act requiring the Superintendent of Schools to provide a place for the meetings of the Board of Education. The place which has been selected as an Education Office, both for the Superintendent of Schools and the Board of Education, is the brick building on the old Government House, formerly occupied as the Provincial Secretary's Office. The building has been thoroughly repaired, in connexion with the old Goverment House, out of the grant which was made to the Board for the repairing or procuring of suitable buildings for a Provincial Normal School. I have hitherto provided rooms for an Education Office and the meetings of the Board in my house, at a great deal of private inconvenience. I purpose to furnish only two rooms at present in the new place, one for the double purpose of my own office, and for the meetings of the Board of Education; the other for the clerk. There is a table and carpet that will answer for the clerk's room. It will only be necessary, then, to furnish one room, and it is so arranged that one stove will warm both rooms. The estimate for stove and pipe, £5; a table, £9; twelve office chairs, at 38s. 4d., £23; 32 yards of carpeting, at 5s., £8; and

three office inkstands, at 12s. 6d., £1 17s. 6d.; and a case of drawers for books and papers, £10;—total, £56 17s. 6d.

"I herewith enclose the estimate of Jacques and Hay, respecting the office chairs and table. Something must be allowed for making up the carpets, &c.

"I beg that I may be authorized to furnish the Education Office according to the above estimate, or at an expense not to exceed £60.

"I have the honor, &c.,

(Signed,) "EGERTON RYERSON.

"The Honorable D. Daly,
"Provincial Secretary, Montreal."

When it was found inconvenient to have my own office and the meetings of the Board in the same room, I procured a carpet for a second room out of the balance of the £60 above mentioned, the case of drawers not having been procured; but my office-table (on which I still write) was taken from my own private study; and beyond that, up to this hour, I have never furnished my own office. That yet remains to be done.

I should not have adverted to any of the circumstances above mentioned, had it not been for the reference to which I have alluded. But as I had not myself instituted any comparison between the Education Offices of Upper and Lower Canada, I do not think that I should allow, without correction, a comparison of the kind to be instituted upon erroneous and prejudicial references to my Department.

Under the single head of salaries, the Superintendent and Clerks in the Education Office of Lower Canada received last year (besides arrears) the sum of £900, while the corresponding officers in Upper Canada received only £655. Nor have I charged the Department a farthing for all my travelling expenses since 1847—though they have amounted to a considerable sum, and would, I dare say, have been allowed, had I submitted them; as no item, that I have ever charged in the contingent expenses of my Department has, in any one instance, been objected to.

This year the contingent expenses of my office will be necessarily increased, as I must supply, not only copies of the new School Act, with forms, regulations, and instructions to all the Common Schools, Councils, &c., in Upper Canada, but propose, in addition, to prepare and furnish blank school registers, Visitors' and Trustees' books; so as to relieve the Local School authorities from the inconvenience they have heretofore experienced for want of such books, and the requisite information to procure them, and correctness and uniformity in the working of the entire system.

I have the honor to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

JOHN WILSON, Esquire, M. P. P.,
Chairman of the Finance Committee,
Legislative Assembly.

XI.—Blank Form of Annual Report furnished to each Corporation of Common School Trustees in Upper Canada, for the year 1850.

Annual Report of the Trustees of School Section No. ____ in the Township of _____ to the Local Superintendent of Common Schools for the Township of _____, for the Year ending 31st December, 1850.

| SCHOOL MONEYS. | | |

REPORT—CONTINUED.

NUMBER OF PUPILS IN READING CLASSES.	
1st or lowest class.	
2nd or next to lowest class.	
3rd or third lowest class.	
4th or next to highest class.	
5th or highest class.	

ARITHMETIC.	
First four Rules.	
Compound Rules and Reduction.	
Proportion and above	

OTHER BRANCHES OF INSTRUCTION.	
Grammar.	
Geography.	
History.	
Writing.	
Book-keeping.	
Mensuration.	
Algebra.	
Geometry.	
Elements Nat'l Phil'y.	
Vocal Music.	
Linear Drawing.	
Other Studies.	

MODES OF INSTRUCTION.	
Individual, or teaching one by one.	
Simultaneous or teaching by classes.	
Monitorial, or teaching by aid of Monitors	

No. of months School has been kept open by a qualified teacher.	

TEACHERS.	
Male, and religious faith.	
Female and religious faith.	
Trained in the Normal School, or not.	
Name of Trained Teacher.	

REPORT—CONTINUED.

CONDITION OF THE SCHOOL HOUSE.	
Brick, when built.	
Stone, when built.	
Frame, when built.	
Log, when built.	
Size.	
Freehold.	
Lease.	
Rented, &c.	
In good repair or not.	
£ s. d. Amount levied or subscribed for repairs of School House.	
£ s. d. Amount collected and expended for repairs of School House.	
£ s. d. Amount levied or subscribed for erection of School House.	
£ s. d. Amount collected and expended for erection of School House.	
Kind erected.	

SCHOOL VISITS.	
By local Superintendt.	
By Clergymen.	
By Municipal Councillors.	
By Magistrates.	
By Judges & Members of the Legislature.	
Other Visits.	
Total Visits.	
Is a Visitors' Book kept.	
No. Public Examinations during the year.	
No. of Public School Lectures.	
By whom delivered?	

The Undersigned declare that the above Report contains a true and full account of all the Moneys received by us for the use of the said School Section during the current year, and of the expenditure thereof and of all other matters stated in said report.

DATED this thirty-first day of December, 1850.

_____

_____ } *Trustees.*

_____

DIRECTIONS AND REMARKS.

—:o:—

1. The Report should be transmitted to the Local Superintendent not later than the fifteenth day of January, and on the second Wednesday in January—the day of holding the Annual School Meeting, the Trustees are required to read it for the information of their constituents. See School Act, section 12, clauses 18th and 19th.

2. In the *Religious faith* of Teachers, let C. E. be inserted for Church of England; R. C. for Roman Catholic; P. for Presbyterian; M. for Methodist; B. for Baptist; C. for Congregationalist; L. for Lutheran; and Q. for Quaker, &c.

3. The term *Summer* in the Report is intended to include the half-year commencing in April and ending in September; and the term *Winter*, the half-year commencing in October and ending in March.

4. The headings of this blank Form are made so plain that no further directions appear necessary; but as the Report of the Trustees must furnish the principal data for the Reports of the Local Superintendents and the Annual Report of the Chief Superintendent, it is of the utmost importance that the accompanying blank Form be filled up with the greatest care, and that *no column be neglected.*

5. The Local Superintendent is required not to give a cheque for the *last instalment* of the School Fund on the order of the Trustees, until they shall have transmitted to him their Annual Report; neither is their Section entitled to the next year's apportionment of the School Fund, unless their Report is satisfactory to the Local Superintendent. See School Act, section 31, clause 2.

6. Any exaggeration of the number of children of School age in a Section, is not only a fragrant disregard of truth, but subjects any Trustee or Teacher guilty of it to a fine of *Five Pounds*, and may be prosecuted before any Justice of the Peace, by any person whatever. See the 12th section of the School Act.

7. Explanatory Remarks may be written on the back of the Report.

XII.—Blank Form of Annual Report furnished to each Local Superintendent and Board of School Trustees in Upper Canada, for the year 1850.

Annual Report of the Local Superintendent [or Board of Trustees] of Common Schools in the Township [City, Town or Village] of _____ to the Chief Superintendent of Schools for Upper Canada, for the Year ending the 31st of December, 1850. (A)

| No. of School Section. | MONEYS. | | | | | | | | | | | | | | | | | | | | | | | | PUPILS. | | | | | | | | | | | | | | | | | | |

(B.)

REPORT—CONTINUED.

| No. of School Section. | CONDITION OF THE SCHOOL HOUSES. | | |

The Undersigned declares that the above Report contains, to the best of his knowledge, a true and full account of all the Monies received for the use of the said Schools during the current year, and of the Expenditure thereof, and of all other matters stated in said Report.

DATED this thirty-first day of December, 1850.

Local Superintendent.

DIRECTIONS AND REMARKS.

——:o:——

1. This Report is to be transmitted to the Chief Superintendent of Schools, Toronto, before the first day of March. See School Act, section 31, clause 10.

2. In inserting the *Religious faith* of Teachers, let C. E. be inserted for Church of England; R. C. for Roman Catholic; P. for Presbyterian; M. for Methodist; B. for Baptist; C. for Congregationalist; L. for Lutheran; and Q. for Quaker, &c.

3. The term *Summer* in the Report is intended to include the half-year commencing in April and ending in September; and the term *Winter*, the half-year commencing in October and ending in March.

4. The headings of this blank Form are made so plain, that no further directions appear necessary; but as the Report of the Superintendent must furnish the principal data for the Annual Report of the Chief Superintendent, it is of the utmost importance that the accompanying blank Form be filled up with the greatest care, and that *no column be neglected.*

5. The Local Superintendent will endeavour to procure all the information in his power in relation to the higher Seminaries and Private Schools, Libraries, &c., in his Township, and embody it under the appropriate heads of this Report.

6. Explanatory Remarks, or other information, may be written on the back of the Report, or on a separate sheet.

XIII.—PROGRAMME of the Annual Examination of the Normal and Model Schools for Upper Canada, at the close of the sixth session, 1850–1.

Friday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday,
23rd, 26th, 27th, 28th, 29th, 30th, and 31st of May,

NORMAL SCHOOL.

Friday, 23rd of May.—Private Examination for His Excellency the Governor General's Prizes in Agricultural Chemistry, &c.

Monday, Tuesday, and Wednesday; 26th, 27th, and 28th of May.—Private General Examination, with written Answers.

DAYS.	FROM 9 TO 10½, A.M.	FROM 10½ TO 12, M.	FROM 12 to 2, P.M.	FROM 2 TO 5, P.M.
MONDAY, 26th May.....	Composition, including Spelling, Punctuation, &c.	Book-keeping.	Intermission.	Grammar—Science of Education—Art of Teaching—School Organization.
TUESDAY, 27th May....	History—General, English and Canadian.		Intermission.	Arithmetic and Algebra.
WEDNESDAY, 28th May.	Geography—Mathematical, Physical, and Political—General and Canadian.		Intermission.	Geometry, Mensuration and Mechanics.

Thursday, 29th May.—PUBLIC EXAMINATION.

Hours—10 to 11—Grammar and the Principles of Teaching.
11 to 12—Principles of Arithmetic, Algebra, Geometry, Mensuration and Mechanics.
12 to 12½—Hullah's System of Vocal Music.
12½ to 1—Writing.

INTERMISSION.

Hours—2½ to 3¼—Natural Philosophy and Agricultural Chemistry.
3¼ to 4 —History and Geography.
4 —Distribution of Prizes given by His Excellency the Governor General

MODEL SCHOOL.

Friday, 30th May.

SCHOOL ROOM.—SENIOR DIVISION.

Hours—10 to 10¾—Elements of Natural Philosophy.
10¾ to 12 —Practical Arithmetic, Geometry and Book-keeping.
12 to 12½—Writing.

INTERMISSION.

Hours—2 to 2½—Natural History.
2½ to 4 —History of England.

GALLERY.—JUNIOR DIVISION.

Hours—10 to 12½—Object Lessons—(2nd Division.)

INTERMISSION.

Hours—2 to 2½—Geography—(1st Division.)
2½ to 4 —Arithmetic—(2nd Division.)

Saturday, 31st May,

SCHOOL ROOM.

Hours—10 to 10½—Grammar.
10½ to 12 —Geography.

INTERMISSION.

Hours—2 to 3½—Arithmetic, Mental and Theoretical.
3½ to 4 —Hullah's System of Vocal Music.

GALLERY.

Hours—10 to 10½—Object Lessons—(1st Division.)
10½ to 12 —Grammar—(2nd Division.)

INTERMISSION.

Hours—2 to 3½—Geography—(2nd Division.)
3½ to 4 —Reading, Spelling, and Explanation.

XIV.—GENERAL REGULATIONS for conducting the Examinations for the Governor General's two Prizes in Agricultural Chemistry, in the Normal School for Upper Canada, adopted by the Board of Education for Upper Canada, on the 20th of February, 1849; and approved of by His Excellency, the 12th of March, 1849; confirmed by the Council of Public Instruction for Upper Canada, as modified on the 25th day of April, 1851.

Value of the First Prize, £5; of the Second Prize, £3.—Both to be awarded in Books.

The following persons are annually appointed by the Council of Public Instruction to act as Examiners, *ex officio*, viz: The Masters of the Normal School; the Professor of Chemistry in the University of Toronto; the President and First Vice-President of the Agricultural Society of the County of York; and the Secretary to the Agricultural Association of Upper Canada.

REGULATION I.—*Ordered*,—That all teachers-in-training, who, at the end of the Normal School session then closing, are acknowledged students in that institution, and who may have been such for a period of not less than one session, be entitled to compete for the prizes.

II.—That the examination take place on a day preceding the general examination of the classes, in one of the lecture rooms of the Normal School.

III.—That the subjects of examination be—the Science of Agriculture; comprehending Agricultural Chemistry, the Chemistry of Vegetables and Animals, and Practical Farming, in such manner as shall exhibit the greatest proficiency in this department of study, and the greatest aptitude in imparting to the young the knowledge which the students have acquired.

IV.—That the examination be conducted by means of printed questions, previously prepared for the purpose, being placed before each candidate; and that answers in writing to such questions be given by the respective candidates, who shall, moreover, be subjected to such oral examination as shall test their aptitude for practical teaching.

V.—That a period of not more than three hours be allowed each candidate for answering the printed questions proposed.

VI.—That the questions proposed be prepared by Examiners to be annually appointed by the Council of Public Instruction for Upper Canada.

VII.—That a number of marks be determined upon by the Examiners, previous to the examination, as the value of a full and complete answer to each question.

VIII.—That the candidate for the Prizes, who may have the greatest number of such marks, be considered as having successfully competed for the First Prize.

IX.—That the Candidate who shall have the next greatest number of marks, be considered as having successfully competed for the Second Prize.

X.—That the teachers-in-training who are desirous of becoming candidates for the Prizes, shall state their intention in writing to the Chief Superintendent of Schools two weeks before the day fixed for the examination—which Superintendent shall furnish the Examiners, appointed by the Council, with the names of the parties desirous of competing for the Prizes.

XI.—That the Examiners send in their Report of the respective merits of the parties examined, to the Council of Public Instruction, on the day following the examination for the Prizes; and that on the last day of the Public Examination of the institution, the distribution of the Prizes awarded, be made by His Excellency, the Governor General, in person, or, in case of his absence, by some person to be selected on his behalf.

By order of the Council of Public Instruction for Upper Canada,

(Signed,) J. GEORGE HODGINS,
Recording Clerk.

EDUCATION OFFICE,
Toronto, 1st May, 1851.

XV.—NORMAL SCHOOL Examination Papers, at the close of the sixth session, May, 1851.

CONTENTS.

1. Agricultural Chemistry (for the Governor General's Prizes).
2. Themes for Composition.
3. Book-keeping.
4. Grammar, Education, and Art of Teaching.
5. History—General, English, and Canadian.
6. Practical Arithmetic.
7. Algebra—Three Divisions.
8. Geography—General and Canadian.
9. Geometry.
10. Mensuration and Mechanics.

No. 1—.AGRICULTURAL CHEMISTRY (for the Governor General's Prizes).

TIME: THREE HOURS.

1. State the composition of the atmosphere, and some of its most important properties.

2. Describe good natural surface or agricultural soil, and the mode in which it originates.

3. Name the varieties of subsoil which are of frequent occurrence in Canada. What are their geological characters? State the period of their formation in relation to other fossiliferous strata.

4. On what rocks does the subsoil repose in Canada West? State the geological periods to which those rocks belong, and furnish a list of other fossiliferous strata, of more recent date, in the order of their deposition.

5. Name the aids to Agriculture which occur in the rocks upon which the drift formation in Canada reposes, and the localities in which they approach the surface.

6. Describe the general structure of a plant, also the functions of its roots and leaves.

7. Of what substances does the organic food of plants consist, and in what forms does it exist in the atmosphere and soil?

8. State the names and composition of those substances into which plants convert organic food.

9. How do plants appropriate food? Name some manures which might be advantageously employed for the purpose of furnishing plants with inorganic nutriment, and give illustrations.

10. Enumerate some of the most important properties of water.

11. What objections can you urge against the prevailing farming practice of Canada West.

12. State the reasons why a judicious rotation of crops is necessary. Instance some rotations applicable to Canada. Distinguish between species of cultivated vegetables which exhaust the soil of particular mineral ingredients.

13. What are the effects of draining, ploughing and fallowing?

14. Describe the different forms of manure applicable to this country; state their effects, and the best mode of preserving and applying those which are liable to waste.

15. Explain the formation of dew; account for its deposition on different substances in different quantities, Why are the clearest nights of summer the coldest?

16. Why is a light covering of snow beneficial to fall wheat? What method would you adopt in order to preserve wheat from the effects of alterations in temperature during the early spring months?

17. Explain the production of animal heat. Why is it uniform throughout the body, and why should cattle be provided with warm sheds in winter?

18. Trace the course of the food in ruminating animals.

19. Describe the purposes served by food in herbivorous animals.

20. Name the most common diseases occasioned in cultivated vegetables by microscopic fungi; state the conditions under which they are developed, and suggest means for checking their ravages.

NOTE.—The aggregate value of the answers to the foregoing questions was fixed at 209. The following are the names of the successful competitors:

1. Royal W. Hermon obtained 141 marks, and received the first Prize in Books—value, £5.
2. William Crewson obtained 139 marks, and received the second Prize in Books—value, £3.
3. James Gray, who attended two sessions obtained 138 marks.

No. 2.—THEMES for Composition.

TIME: ONE HOUR AND THIRTY MINUTES.

I. Sketch of the History of England under the Tudors.

II. Account of a Voyage from Constantinople to Montè Video.

III. Effects of the great physical features of a country on the character of its inhabitants.

No. 3.—Book-keeping.

TIME: ONE HOUR AND THIRTY MINUTES.

1. What is Book keeping? State the various methods of Book keeping now in use and by whom adopted.

2. What are the chief objects to be attained by learning Book keeping?

3. Explain the terms Dr. and Cr.

4. Mention the books kept by single entry, what they contain, and how the accounts are entered in them.

5. If you receive a sum of money from Wm. Alston, where would you enter it? And why?

6. If you allow discount to any person, where would you enter an account of it? And why?

7. How are personal accounts opened in the ledger, and what do they contain?

8. What does the balance account contain, and how will you know by the balance account whether you have gained by your transactions in trade?

9. Explain the manner in which the books are posted?

10. Define the term stock, and state what the stock account contains.

11. What is meant by double entry?

12. Mention the books generally used in double entry, besides those used in single entry. What does the journal contain?

13. How is the inventory of a person's effects and debts journalized?

14. If you received 100 brls. flour from R .Stanley, how would you journalize the account, and where would it be entered in the ledger?

15. What does an account of goods, in the ledger, contain?

16. If you sold 25 casks pot-ashes for cash, how should it be journalized and posted?

17. What does the profit and loss account contain, and where would you transfer the difference of the sides?

18. What is a bill? Mention the parties generally concerned in a bill.

19. What do the accounts of bills receivable and payable contain?

20. How would you prove the posting of the books to be correct? If an error should be made, how would you detect it?

No. 4.—Grammar, Education, and Art of Teaching.

TIME: THREE HOURS.

1. What is Grammar?
2. What are words?
3. What are the four great divisions of English Grammar?
4. What do you mean by the term—"Parts of Speech?"
5. State the two great classes into which words may be divided.
6. State to which of these the noun, verb, and preposition belong.
7. Which is the principal of the parts of speech? Why?
8. What do you call a combination of words expressing an opinion or judgment?
9. Of what parts does it consist?
10. What do call a phrase or word added to another to complete the sense?

11. How do you analyze a sentence? How do you analyze a proposition? How do you analyze one of its parts or complements?

12. How many kinds of propositions are there? And how are they distinguished?

13. Define a verb, preposition and adverb.

14. State the different circumstances under which the nominative case is found.

15. Why are there only three cases in English?

16. What kinds of verbs take the same case after them as before them? Why?

17. How many simple tenses are there?

18. How many different forms are there of the English verb to express mood?

19. What is a participle?

20. What part of speech is the infinitive mood in reality, under all circumstances?

21. State the rule in spelling, regarding the letters Y and I.

22. State the rule in spelling, regarding the doubling of the final consonant.

23. How many kinds of verbs are there, as regards the nature of the action expressed?

24. When is the verb said to be in the active voice?

25. When is the verb said to be in the passive voice?

26. In what does the distinction of voice consist?

27. Analyze the following sentence, and parse separately the words in italics:—

"Those placed in authority have sent *about* one hundred and fifty men *about* the country *to look* for them."

28. Make the simple changes in construction in the following sentence:—

"It has often been asserted by authors, that all persons using reasonable exertions, can obtain the objects of their wishes."

29. Divide the following sentence into propositions, and parse the word "as:"—

"The items are as follow."

30. What is education?

31. Is it a science or an art?

32. What is the difference between education and instruction?

33. Into what parts may it be divided as regards the mode in which it is imparted?

34. Which of these, considered in its fullest acceptation, is general, and why?

35. As regards its nature, into how many parts may education be divided?

36. Describe each.

37. What is the principle which should regulate every arrangement of school discipline?

38. How does this principle affect the question of rewards and punishments?

39. What is meant by organizing a school?

40. What is first to be done in classifying a school?

41. What is the first school habit that should be acquired by children?

42. Give a general description of a system of mechanical training suitable for a school.

43. State the two great points in which such a system would be specially useful.

44. What is the best mode of ensuring the attention of a class of children?

45. What great difference exists between suitable and unsuitable punishments, even where both are equally effective in enforcing the required obedience?

46. Give an instance how a teacher, by a particular demeanour, may introduce some special habit, which he thinks necessary.

47. In any branch of instruction, what means should be adopted, whenever possible to introduce the subject familiarly to the senses of the learners?

48. Is the teacher educating only while he is instructing? State the reason of your answer.

49. What general rule of conduct may be drawn from the previous circumstance for the teacher's guidance?

50. Describe what you conceive to be a sufficient course for Common School or National Education.

51. What particular branch of education is most generally neglected in schools?

No. 5.—History—General, English, and Canadian.

TIME: THREE HOURS.

1. What is History?
2. What is Chronology?
3. State the two great divisions of History.
4. State the date of the Creation of the World.
5. State the date of the Flood.
6. What may probably have been the state of the world before the Flood, as regards political divisions?
7. What was the earliest form of Government?
8. What was the next form of Government?
9. Name three of the most ancient powerful kingdoms treated of in History.
10. Name the most remarkable States that come into Historic notice previously to the birth of our Saviour.
11. Name some event in Scripture History, dividing into nearly equal parts the period between the Creation and the birth of Christ.
12. What race of monarchs probably occupied the throne of Egypt in the time of Abraham?
13. State the date of the sale of Joseph into Egypt.
14. Give the name and date of the foundation of some very ancient city of Europe.
15. Name some historical events in Europe nearly contemporary with the birth of Moses.
16. Name the four great empires of antiquity, specially treated of in the prophecies of Holy Writ.
17. Give the date of the subversion of each.
18. State the condition of the Jews as regards independence from the death of Alexander the Great until the birth of Christ.
19. Name the most remarkable events contemporary with the foundation of Rome.
20. Describe the political condition of the most remarkable Provinces of the Western Roman Empire, after its dissolution in the 5th century.
21. When did Britain become a Roman Province?
22. When was Christianity introduced into Britain?
23. What event tended to restore idolatry therein?
24. State the name of some remarkable British Historian during the Heptarchy, and the date of his birth.
25. Give the names of all the English Monarchs from the Norman conquest, particularizing the family to which each belonged, and the date of accession of each.
26. What dynasty occupied the throne of France during the reign of Edward III, of England?

27. What benefit did England probably derive from the ultimate failure of her Sovereigns in their attempts to obtain the Crown of France?
28. Describe the claim of Mary of Scotland to the Crown of England.
29. State a remarkable event in the history of Central Europe, towards the end of the reign of Charles the Second of England, and the name of a celebrated European Monarch about the same time.
30. What monarchs occupied the throne of England during the reign of Louis the Fourteenth of France?
31. Who was on the throne of England when the northern shores of America were first visited?
32. State the name of the first navigator, and the date of his voyage to these shores.
33. What nation afterwards directed their attention chiefly to the settling of the countries about the St. Lawrence?
34. State the name of the first navigator, who brought back a detailed account of the country, and the dates of his voyages.
35. When, and through whose instrumentality were the first permanent settlements effected in Canada?
36. Name the most celebrated individual connected with the early settlement of Canada, and give the dates of some of his most remarkable voyages.
37. What source of wealth did Canada offer to commercial speculators?
38. What wars were chiefly injurious to the progress of the colony?
39. When was Quebec first taken by the English?
40. Name one of the most celebrated of the French Governors of Canada?
41. What nations occupied the country watered by the St. Lawrence, during the progress of the French settlements?
42. What stations and for what purpose were there above Montreal, previously to the last quarter of the eighteenth century?
43. When did Canada finally come into the possession of the British? Who was the British Commander? And who was on the throne of England?
44. What was the next very remarkable event in the history of Canada?
45. What effect had this event on Upper Canada?
46. When was Canada divided into two Provinces?
47. Name some remarkable event in the history of Canada occurring a few years afterwards.
48. State the names of three French kings having special connexion with the history of Canada.

No. 6.—Practical Arithmetic.

TIME: ONE HOUR AND THIRTY MINUTES.

1. Multiply .0041 by 8.01.
2. Divide 31.26 by .0009.
3. Add $\frac{2}{3}$, $\frac{7}{8}$, $\frac{5}{6}$, and $\frac{1}{9}$.
4. Divide $\frac{3}{4}$ of $\frac{4}{5}$ of $\frac{5}{8}$, by $\frac{2}{3}$ of $\frac{7}{8}$.
5. From the one-half of thirteen twenty-sevenths subtract one-eight of two-thirds of five-sevenths.
6. What is the duty on 227 lbs. of tea at £6 6s. 8d. per cwt?

7. Find the value of .025 feet of timber at .34 of a shilling per foot.
8. Deduct 7 per cent. from eight feet.
9. What is the value of 79 lbs. of tea at .00163£ per ounce?
10. If eight men in 24 days, working 10 hours each day, can dig a trench 160 yards long, 3 yards broad, and 4 feet deep, how many men will be required to dig a trench 288 yards long, 10 feet broad, and eight feet deep, in 27 days, working 14 hours each day.
11. If beer which is brewed with 3 bushels of malt to the barrel cost 1s. 3d. per gallon, when malt is ten shilling a bushel, how much will that cost per gallon, which is brewed with 5 bushels of malt to the barrel, when malt costs 8 shillings a bushel?
12. If 3 men, in $2\frac{1}{2}$ days, working 12 hours a day, can cradle a field of wheat containing 20 acres, in how many days can 8 men, working 10 hours a day, cradle a field of wheat containing 35 acres?
13. If (m) pounds of coffee cost (n) shillings, how many pounds of coffee can be purcashed for (r m) shillings, when m, n and r are integers?
14. At what rate, simple interest, will £240 produce £324 in 5 years?
15. In what time will £1,336 amount to £1,924 at £3 per cent. simple interest?
16. In what time will £1,817 16s. 3d. quadruple itself at £6 per cent. simple interest?
17. What are the fundamental formulæ from which the rules for simple interest are derived?
18. What are the fundamental formulæ from which the rules for compound interest are derived?
19. A miller has flour at \$3, \$4$\frac{1}{2}$, \$5, and \$6$\frac{1}{2}$ a barrel, how many barrels of each will form a mixture worth \$5$\frac{1}{2}$ a barrel?
20. A ship worth £10,000 founders at sea; $\frac{1}{8}$ belongs to X, $\frac{1}{4}$ to Y, and the remainder to Z; the ship is insured for £4,500; how much ought each to receive?
21. X, Y and Z enter into partnership, X contributes £3,200 for two years, Y £1,500 for six months, and Z £900 for two years and six months; they gain £1,800; what is each person's share?
22. The first term of an arithmetical progression is 10; the number of terms is 30; the common difference is 3; what is the last term?
23. Sum the arithmetical series whose first term is 2, last term 468, and number of terms 80.
24. Sum up the following series:—
    1. $1 + \frac{1}{3} + \frac{1}{9} + \frac{1}{27} + \frac{1}{81} +$ &c., ad infinitum.
    2. $1 + \frac{1}{5} + \frac{1}{25} + \frac{1}{125} +$ &c., ad infinitum.
25. Extract the square root of 614,656 and 0.01364.
26. Extract the cube root of 5,735,339.
27. The logarithm of 2169 is 3.36260; what are the logarithms of 21,690,000, 2.1669 and $(.2169)\ \frac{1}{5}$.
28. What is the present worth of an estate bringing in £325 per annum, interest being allowed at the rate of £6 per cent.?
29. What is the formulæ for discovering the present worth of an annuity of £160 per annum, which commences after six years, and continues for 24 years, £5 per cent. compound interest being allowed.

No. 7.—ALGEBRA—Three divisions.

TIME: ONE HOUR AND THIRTY MINUTES.

Third Division.

1. Multiply $a+2b+c$ by $a-2b$.
2. Divide $x^4-2x^3y+2x^2y-y^2$ by $x-y$.
3. Solve the equations:—
   1. $\frac{x}{2}+x=\frac{x}{2}+4$
   2. $\frac{2x+1}{x}+1=\frac{4}{x}$
   3. $\begin{cases} 2x-y=3 \\ 4x+3y=51 \end{cases}$
   4. $\begin{cases} x+y+2z=18 \\ 3x-y+z=8 \\ 4x-2y+4z=24 \end{cases}$
   5. $\frac{x^2}{2}+\frac{x}{8}=33$
   6. $x^2-9x+20=0$
   7. $\begin{cases} x:y=3:4 \\ 4x+2y=40 \end{cases}$
4. What is the last term of that geometrical progression whose first term is 20, common ratio 2, and number of terms 7?
5. If 7 be added to the numerator of a certain fraction, the value of the fraction will be increased by $\frac{1}{2}$, but if 7 be added to its denominator, the value of the fraction will be decreased by $\frac{1}{2}$, what is the fraction?

Second Division.

6. Solve the equations:—
   1. $\frac{\sqrt{x+1}}{2}=\frac{\sqrt{x-1}}{2}-1$
   2. $\sqrt{2+\sqrt{2+\sqrt{-x-1}}}=2$
   3. $\frac{x^2}{2}-4x+5=1-x$
   4. $\begin{cases} x(1+2y)=3y \\ y(1-2y)=3x \end{cases}$
7. Extract the square root of
   $y^4-4y^3+6y^2-4y+1$

8. Sum the series

$$m + my + my^2 + my^3 + my^4 + \&c. + my^{n-2} + my^{n-1}$$

9. There are two numbers whose sum, when multiplied by the greater number, is equal to 24, and whose difference, when multiplied by the lesser number, is equal to 4, what are the numbers?

10. The sum of two numbers is equal to 11; the sum of their cubes is equal to 539, what are the numbers?

First Division.

11. Expand $\frac{1}{\sqrt{1-x}}$ in a series, as far as the fifth term.

12. Solve the equations:—

1. $\begin{cases} x^2 + 4xy - y^2 = 11 \\ 2x^2 - 7 = y^2 \end{cases}$

2. $(x^2 + 1)^2 - 4 = x^2 + 1$

13. Form the equations whose roots are;—

2 and 13	7 and −8
3 and −4	−1 and −9

14. Solve the equations:—

1. $x^3 - 9x^2 + 22x = 14$

2. $x^3 - x - 6 = 0$

15. Extract the square root of

$$4 - \sqrt{-3}$$

16. Indicate the mode of approximating to the fifth root of 3 by the Binomial Theorem, and expand the series to five terms.

No. 8.—Geography—General and Canadian.

TIME: THREE HOURS.

1. What is the Earth and the Solar System?
2. What is the shape of the Earth?
3. What force tended to produce that shape, and how?
4. What is meant by diurnal and annual motion?
5. What forces operate on the Earth to produce the latter?
6. Describe the parallelogram of forces, and its application to the Earth's annual motion.
7. What occasions the inequality of the days and nights?
8. What lines are drawn on an artificial terrestial globe?
9. What is meant by a great circle? Which are the great circles on the artificial terrestrial globe?

10. What alteration in the position of the Earth in its orbit, would cause an alteration in the position of the polar circles and tropics?
11. What is Longitude?
12. What is Latitude?
13. First Meridian time 8½ P. M., my time 11 A. M., what is my longitude?
14. The sun is north of the equator; meridian altitude, 72°; declination, 17°; what is the latitude?
15. What occasions the tides?
16. When are there Spring tides?
17. When are there Neap tides?
18. Name the two great currents that exist in the ocean.
19. State the direction and origin of each.
20. Name the different kinds of winds.
21. How are the sea and land winds of the tropical regions occasioned?
22. Why do not the trade winds prevail in the Indian as in the Pacific Ocean?
23. Name the oceans.
24. What proportion does the land bear to the water?
25. Name the boundaries of Asia in general terms.
26. Name the great chain of highlands extending through it from the Archipelago, to thither India.
27. Name the countries it contains, and describe their positions.
28. Name the parallels of latitude between which Europe lies.
29. Name the countries washed by the Mediterranean Sea.
30. Name the countries and their capitals washed by the sea from Gibraltar to the North Cape.
31. Describe the two great physical divisions of the continent of Europe, as indicated by the rivers.
32. Name the most Southern point of Africa and its latitude.
33. What territory do you enter along the coast N. E. of Cape Colony?
34. What is the dominant religion in Northern Africa, and when was it introduced?
35. Name the States of South America, marking their positions with regard to each other.
36. Describe the great natural divisions of South America.
37. Describe its condition as regards civilization, when first visited by Europeans.
38. When did the Revolutionary Wars commence, and when and how did they terminate?
39. State the great physical divisions of North America.
40. State the political divisions.
41. State the boundaries of Canada.
42. State the Counties of Upper Canada, with their relative positions and chief towns.
43. Describe the chief water system of each County.
44. State the position and general direction of the high land in Upper Canada.

No. 9.—GEOMETRY.

TIME: ONE HOUR AND THIRTY MINUTES.

1. Triangles upon the same base, and between the same parallels, are equal to one another.
2. If through any point in either diagonal of a parallelogram, straight lines be drawn parallel to the sides; of the four parallelograms thus formed, those through which the diagonal does not pass, and which are called the complements of the other two, are equal,

3. If a straight line be bisected, and be produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square of half the line bisected, is equal to the square of the straight line which is made up of the half and the part produced.
4. Angles in the same segment of a circle are equal to one another.
5. From a given circle it is required to cut off a segment, which shall contain an angle equal to a given angle.
6. It is required to describe a circle about a given triangle.
7. Similar triangles are to one another in the duplicate ratio of their homologous sides.
8. Draw the figures required in the demonstrations of the 29th, 39th, 44th, and 48th propositions of the 1st Book of Euclid: also the 8th and 10th of the 2nd Book, and the 20th, 21st, 31st, 35th, and 37th of the 3rd Book.
9. The angle at the centre of a circle is $= 72°$, what is the value of the angle at the circumference? Name your authority.
10. The angles at the base of an isosceles triangle, formed by two radii and a chord joining their extremities, are each equal to 25°; what are the values of the angles of those isosceles triangles which can be constructed on the same base, and having their vertices terminating in the circumference of the circle.
11. A chord in a circle is cut by a diameter, and the rectangle under the segments of the chord is equal to 20; the length of the shorter segment of the diameter is 2; what is the radius of the circle?
12. A tangent is drawn to a circle, from a point without it; the square of the tangent is 81; the radius of the circle is 10; what is the distance of the point from the circumference of the circle?
13. Describe the construction of the figures to the following problems:—
    1. Through a given point draw a line that shall be equally inclined to two given lines.
    2. Find a point in a given line, such, that lines drawn from it to two given points will make equal angles with the given line.
    3. Find a line whose square shall be equal to the sum of the squares of any number of lines.
    4. Through two given points describe a circle touching a given circle.
    5. Draw a tangent to a given circle, so that it shall be parallel to a given line.

No. 10.—Mensuration and Mechanics.

TIME: ONE HOUR AND THIRTY MINUTES.

First and Second Divisions.

1. What is the area of a triangular field whose sides are 60, 70 and 120 yards?
2. What is the area of a circle whose diameter is 80 feet?
3. The chord of a segment is 40, and the radius 30; what is the area of the segment?
4. The height of a cone is 25, the radius of the base is 10; what is the solidity of the cone?
5. The radius of a sphere is 4 feet, what is its convex surface?
6. The diameter of a sphere is 2000 miles, what is its solidity?
7. What is the value of the angle which subtends an arc equal in length to one-fifth of the radius?
8. A conduit pipe is filled with water, the internal diameter of the pipe is 10 inches, its length is 400 feet; what is the weight of the water it contains?

9. What is the weight of the air in a room whose length is 40 feet, breadth 30 feet, and height 10 feet?
10. Two towers, one of which is 40 feet higher than the other, are 50 feet asunder; and, it is observed, that when the extremities of their shadows coincide, the shadow of the less is 100 feet long; what are the heights of the towers?
11. Three forces (A), (B) and (C) act upon a point at right angles to one another; what is the value of their resultant?
12. Six moveable pullies hang by separate strings, the power acting by means of them is 36, what weight will it sustain? Friction being supposed to be equal to 0.
13. In the wheel and axle, the radius of the wheel is 12 feet, the radius of the axle is 6 inches, the weight being 2000 lbs.; what power is required to raise it?
14. The distance between the threads of a screw is one inch, the arm of the lever applied to turn the screw is 4 feet in length; with what force will the screw press upwards or downwards, when a force of 150 lbs. is applied to the extremity of the lever?
15. Two planets revolve about their common centre of gravity, the distance between their centres is 240,000 miles, the ratio of their volumes is as 49 to 1; what is the distance of the point round which they revolve from the centre of the larger planet?

XVI.—Blank Form of Certificate, given at the close of the sixth session of the Normal School for Upper Canada, to Students then in attendence and deemed worthy of it.

Certificate of the general qualifications and conduct of
according to standing in the class of Students attending the Normal School for Upper Canada, during the Session ending the 31st day of May, 1851.

[N. B.—The Students are divided into two Classes, and each Class is divided into two Divisions. The standing of the Students is denoted by the first two letters of the Alphabet. The capital letter A, opposite any branch of instruction, denotes that the Student deserved a place in the first or highest division of the first or highest Class. The small letter *a* denotes that the Student deserved a place in the second division of the first Class. The capital letter B denotes that the Student deserved a place in the first division of the second Class; and the small letter *b* denotes that the Student deserved a place in the second division of the second Class.]

BRANCHES OF STUDY, ETC.	First Class.	Second Class.	REMARKS.
Spelling	.....	.....	
Reading	.....	.....	
Grammar	.....	.....	
Composition	.....	.....	
Geography	.....	.....	
Arithmetic	.....	.....	
Algebra	.....	.....	
Geometry	.....	.....	
Mensuration	.....	.....	
History	.....	.....	
Book-keeping	.....	.....	
Natural Philosophy	.....	.....	
Agricultural Chemistry	.....	.....	
Writing	.....	.....	
Aptitude to Teach	.....	.....	
General Conduct, with reference to Punctuality	.....	.....	
" " " Order	.....	.....	
" " " Arrangement	.....	.....	
" " " Attention to Studies	.....	.....	

XVII.—Revised Terms of Admission into the Normal School for Upper Canada, adopted by the Council of Public Instruction, on the 23rd day of July, 1851.

The Council of Public Instruction anxious to adopt such measures as appear best calculated to render the training of the Normal School at thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of Students at that Institution.

Ordered, I. That the next Session of the Normal School commence on the 19th day of August next, and terminate on the 15th day of April, 1852; and that hereafter the Semi-annual Sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November, of each year, [and if those fall upon Sunday, the day following,] and continue for a period of *five months* each—to be concluded by a Public Examination, and followed by a vacation of one month.

II. That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. [2]—Those admitted must produced a certificate of good moral character, signed by the clergyman or minister of the religious persuation with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic, and with the elements of Geography and English Grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School. Other professional students to be admitted upon paying £1 5s. for attendance at an entire course of lectures during one Session.

IV. That the Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum not exceeding *five shillings* per week, towards defraying the expenses of board and lodging, shall be allowed, for the present, to Teachers-in-training requiring assistance, on condition that they will engage to remain for a period of not less than one Session in attendance at the Normal School.

VI. That all condidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the school is conditional upon their diligence, progress and observance of the General Regulations prescribed by this Council.

VII. That all communications be addressed to the Reverend Dr. Ryerson, Chief Superintendent of Schools, Toronto.

By order of the Council of Public Instruction for Upper Canada,

(Signed,) J. GEORGE HODGINS,
Recording Clerk.

Education Office,
Toronto, 23rd July, 1851.

XVIII.—Proceedings at the Ceremony of Laying the Chief Corner Stone of the Normal and Model Schools and Education Offices for Upper Canada: with an Introductory Sketch of the System of Public Elementary Instruction in Upper Canada, by the Chief Superintendent of Schools. Also, a description of the Buildings, with Engravings.

No. 1.—Introductory Sketch of the System of Public Elementary in Upper Canada, by the Chief Superintendent of Schools.

The description and illustrations of the buildings for the Normal and Model Schools for Upper Canada, given in the following pages, together with the account of the imposing ceremony of laying the chief corner stone, suggest the propriety of presenting a brief outline of that system of public elementary instruction, with which those schools are now so essentially connected.

The origin of the Common School system of Upper Canada, as now established, is as follows:—Annual parliamentary grants were made in aid of Common Schools for more than thirty years, but expended without system, and with but little advantage to the country. In 1841, the first law was passed (introduced and conducted through the Legislative Assembly by the Hon. S. B. Harrison, then Secretary of the Province) embodying the great principle of granting money to each county, upon the condition of such county raising an equal amount by local assessment. Considerable opposition was made at first in many parts of the Province to the principle of that Act; and it is said that when the Hon. R. Baldwin was engaged, in 1841, in an election contest in the County of Hastings, and was informed of the opposition against him, even among many of his own friends, on account of his supporting such a principle of school taxation, he answered in effect that he would rather loose his election than give up that principle. The machinery of that law requiring modification; the Hon. F. Hincks brought in another Bill in 1843, which became a law, and which very much simplified and improved the details of the Act of 1841. By that law, the Secretary of the Province was ex-officio Chief Superintendent of Schools, with two assistants. In 1844, the office of assistant superintendent of Upper Canada was offered to the present incumbent; and after having received the sanction of the authorities of his Church, he accepted it in the autumn of that year, upon the understanding that the administration of the school system should constitute a distinct non-political department, and that he should be permitted to provide for the performance of his duties for a year by a deputy, and have a year's leave of absence to visit and examine the educational systems of other countries, both in Europe and America, before attempting to lay the foundations of a system in Upper Canada. The whole of 1845 was employed in these preliminary enquiries, and the results were embodied, in March 1846, in a "Report on a System of Public Elementary Instruction for Upper Canada," and a draft of Bill which was introduced into the Legislative Assembly by the Hon. W. H. Draper, (then Attorney General,) and became a law in June, 1846.* In a few months afterwards, a draft of Bill was prepared for establishing a system of schools in cities and incorporated towns, which was introduced into the Legislative Assembly by the Hon. J. H. Cameron, (then Solicitor General,) and became a law in June, 1847.† These two Acts, with the modifications and improvements which experience has suggested and the progress of the system required, have been incorporated into one Act, which was introduced into the Legislative Assembly by the Hon. F.

*See correspondence on the school law, printed by order of the House of Assembly, June, 1850, pp. 20-24.
†Ibid, pp. 25-29.

Hincks, (Inspector General,) and became a law in 1850—the first Act to which His Excellency the Earl of Elgin gave the royal assent after the removal of the seat of Government to Upper Canada.

Our system of public elementary instruction is eclectic, and is to a considerable extent derived from four sources. The conclusions at which the present Head of the Department arrived during his observations and investigations of 1845, were, 1. That the machinery or law part of the system in the State of New York was the best, upon the whole—appearing, however, defective in the intricacy of some of its details, in the absence of an efficient provision for the visitation and inspection of schools, the examination of teachers, religious instruction, and uniform text-books for the schools. 2. That the principle of supporting schools in the State of Massachusetts was the best—supporting them all according to property, and opening them to all without distinction; but that the application of this principle should not be made by the *requirements* of state or provincial statute, but at the discretion and by the action, from year to year, of the inhabitants in each school municipality—thus avoiding the objection which might be made against an uniform coercive law on this point, and the possible indifference which might in some instances be induced by the provisions of such a law—independent of local choice and action. 3. That the series of elementary text-books, prepared by experienced teachers, and revised and published under the sanction of the National Board of Education in Ireland, were, as a whole, the best adapted to schools in Upper Canada—having long been tested, having been translated into several languages of the continent of Europe, and having been introduced more extensively than any other series of text-books into the schools of England and Scotland. 4. That the system of Normal School training of teachers, and the principles and modes of teaching which were found to exist in Germany, and which have been largely introduced into other countries, were incomparably the best—the system which makes school-teaching a profession, which, at every stage, and in every branch of knowledge, teaches things and not merely words, which unfolds and illustrates the principles of rules, rather than assuming and resting upon their verbal authority, which develops all the mental faculties instead of only cultivating and loading the memory—a system which is solid rather than showy, practical rather than ostentatious, which prompts to independent thinking and action rather that servile imitation.

Such are the sources from which the principal features of the school system in Upper Canada have been derived, though the application of each of them has been modified by the local circumstances of our country. There is another feature, or rather cardinal principle of it, which is rather indigenous than exotic, which is wanting in the educational systems of some countries, and which is made the occasion and instrument of invidious distinctions and unnatural proscriptions in other countries—we mean the principle of not only making Christianity the basis of the system, and the pervading element of all its parts, but of recognizing and combining, in their official character, all the clergy of the land with their people in its practical operations—maintaining absolute parental supremacy in the religious instruction of their children, and upon this principle providing for it according to the circumstances, and under the auspices of the elected Trustee-representatives of each school municipality. The clergy of the country have access to each of its schools; and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness.

The system of public instruction is engrafted upon the municipal institutions of the country. We have municipal councils of counties, of townships, of cities, of towns, and of

incorporated villages. The members of county councils are elected by the councils of townships and towns—one or two for each. The members of township, city, town, and village councils are elected by the resident freeholders and householders of each municipality.

The municipal council of each township divides such township into school sections of a suitable extent for one school in each, or for both a male and female school. The affairs of each school section are managed by three Trustees, who hold their offices for three years, and one of whom is elected annually by the freeholders and householders of such section. The powers of Trustees are ample to enable them to do all that the interests of a good school require—they are the legal representatives and guardians of their section in school matters. They determine whatever sum or sums are necessary for the furnishing, &c., of their school and the salaries of teachers, but account for its expenditure annually to their constituents, and report fully to the Local Superintendent by filling up blank forms of annual reports which are furnished to them by the Chief Superintendent of Schools from year to year. The township council imposes assessments for the erection of school houses, or for any other school purpose desired by the inhabitants of school sections through their Trustees. The inhabitants of each school section decide as to the *manner* in which they will support their school according to the estimates and engagements made by the Trustees, whether by voluntary subscription, by rate-bills on parents sending children to the schools, or by rates on the property of all according to its assessed value, and opening the school to the children of all without exception. The latter mode is likely to supersede both the others; but its existence and operation, in connexion with each school, depend upon the annual decision of the inhabitants of each school section at a public meeting called for that purpose.

The duties of teachers are prescribed by law, and their rights are effectually protected. No teacher is entitled to any part of the school fund who does not conduct his school according to law, and who has not a legal certificate of qualifications from a county Board of Public Instruction; nor is any school section entitled to receive any aid from the school fund in which a school is not kept open six months during each year by a teacher thus recognized as to both moral character and attainments. The law also requires a public quarterly examination to be held in each school.

The inspection of the schools is made by Local Superintendents, who are appointed by the county councils, and who may be appointed one for each county, or one for one or more townships, at the pleasure of each county council. Each Local Superintendent is entitled to at least one pound (four dollars) per annum for each school under his charge. He is often allowed more. He is required to visit each school at east once a quarter, and to deliver a public lecture on education in each school section once a year, besides apportioning the school moneys to the several school sections within his jurisdiction, giving cheques, on the orders of Trustees, to qualified teachers upon the county treasurer or sub-treasurer, aiding in the examination of teachers, deciding various questions of dispute and reference, corresponding on school matters, and reporting annually to the Chief Superintendent according to the forms prepared and furnished by him.

Besides the Local Superintendents, all clergymen recognized by law, judges, members of the Legislature, magistrates, members of county councils, and aldermen, are school visitors, to visit all the schools, as far as practicable, within their respective charges and municipalities. Their visits are voluntary; they are desired "especially to attend the quarterly examination of schools, and at the time of such visits to examine the progress of the pupils, and the state and management of the schools, and to give such advice to teachers and pupils, and any others present, as they may think advisable, in accordance with the regulations and instructions which shall be provided in regard to school Visitors according to law." The law also

authorizes the holding of general meetings of school Visitors in any municipality, on the appointment of any two Visitors, "to devise such means as they may deem expedient for the efficient visitation of the schools, and to promote the esablishment of libraries and the diffusion of useful knowledge." The school visits of the clergy in Upper Canada amounted last year to 2,566; the number of visits by the other school visitors was 9,970; and 5,852 visits were made by Local Superintendents, being an increase of 2,879, over those of the preceding year.

There is a Board of Public Instruction in each county, consisting of Local Superintendents and the Trustees of the grammar schools in such county. These county boards consist largely of the clergy of different religious persuasions, associated with some of the most intelligent lay gentlemen in each county; so that the country has the best guarantee that its circumstances will admit for the moral character and intellectual qualifications of teachers. The teachers are examined, and arranged into three classes, according to a Programme of Examination prepared and prescribed by the Council of Public Instruction for Upper Canada.*

The Municipal Council of each county is responsible for raising at least an equal sum for salaries of teachers in the several townships within its jurisdiction with that which is annually apportioned to them out of the parliamentary appropriation by the Chief Superintendent of Schools. The county councils also appoint the local treasurers of the school fund, and the Local Superintendents of Schools, and provide for their salaries. Special provision is also made for the security of the school fund, against the diversion of any part of it, and for the prompt payment of it to teachers at the times specified by law. Both the county and township councils have authority to raise any sums they shall think proper for public school libraries under general regulations prescribed according to law. A parliamentary appropriation has been made for the establishment of school libraries, to be expended on the same conditions with the appropriation for the support of schools.

The law also provides a system adapted to the circumstances of cities, towns, and incorporated villages. In each city and town there is one board of Trustees for the management of all the schools in such city or town—two Trustees elected for each ward, and holding office for two years—one retiring annually. In each incorporated village not divided into wards, there is a board of six Trustees elected—two retiring from office and two elected, each year. These boards of Trustees, thus constituted, appoint the Local Superintendent, and determine upon the number and kinds of schools, the employment of teachers, and all the expenses necessary for the schools in each such city, town, or incorporated village; and the municipal council is required in each case to raise the sum or sums estimated by the board of Trustees for all their school purposes, and in the manner that they shall desire, There is also the same provision for the establishment of libraries in each city, town and village, as exists in respect to their establishment in each township and county.

At the head of the whole system we have a Council of Public Instruction and a Chief Superintendent of Schools, both appointed by the Crown. The Council has the entire management of the Provincial Normal and Model Schools, recommends the text-books for the schools and books for the school libraries, and makes the regulations for the organizations government and discipline of common schools, the examination and classification of teachers and the establishment and care of school libraries throughout Upper Canada.

The Chief Superintendent, who is *ex-officio* member of the Council of Public Instruction, and provides accommodations for its meetings; apportions the school fund to the several municipalities throughout Upper Canada, prepares the general school regulations and submits

*See Appendix to this Report, No. VII.

them, as well as the text and library books, to the consideration of the Council; prepares the forms of reports and modes of all school proceedings under the Act, and gives instructions for conducting them, as well as for holding Teachers' Institutes; decides questions of dispute submitted to him; takes the general superintendence of the Normal School; provides facilities for procuring text and library books, and provides and recommends plans of school houses; prepares annual reports; corresponds with local school authorities throughout Upper Canada, and employs all means in his power for the promotion of education and the diffusion of useful knowledge. He is responsible for his official conduct and for all moneys that pass through his Department.

Such is an epitome of the system of public elementary instruction in Upper Canada. The foundation may be considered as fairly laid, and something has been done towards rearing the superstructure. In 1846, provision was made for the establishment of a Normal School, and the sum of £1,500 a-year was granted towards its support. The school was opened in the autumn of 1847, and, since then, 618 teachers have been trained, a longer or shorter time by able masters, including practice in teaching in a Model School established for that purpose. Last year, a grant of £1,000 per annum was made to facilitate the attendance of teachers-in-training at the Normal School, and £15,000 for the erection of buildings—for particulare respecting which the reader is referred to the engravings which accompany these pages, to the Address to the Governor General, and His Excellency's Reply. The number of schools in Upper Canada, under the care of the Department is 3,059; the amount of money available during the year for the salaries of teachers, besides all other expenses connected with the schools, was £88,429; the number of pupils in schools reported, was 151,891.

There has been an annual increase in the statistical returns of each branch of the common school system during the last five years. The system is to a great extent voluntary. Each municipality exercises its discretion as to whether it will or will not accept the parliamentary appropriation upon the conditions specified; and each school section does the same in regard to the terms on which aid is offered in support of its school. The general regulations and oversight are such as merely to secure a fulfilment, in each locality, of conditions which are required by the Legislature—the collective wisdom and voice of the country—and to maintain a standard of teaching that will prevent funds provided for the promotion of knowledge, from being prostituted upon ignorance and vice. The working of the common school system is a great social development—yet in its infancy, but instinct with life and energy, and fraught with results which can be more easily conceived than described.

No. 2.—Proceedings at the ceremony of laying the Chief Corner Stone the of the Normal and Model Schools and Education Offices for Upper Canada, 2nd day of July, 1851.

The ceremony of laying the Chief Corner Stone of the New Normal and Model Schools for Upper Canada, took place on Wednesday, 2nd July, in the presence of a very large body of spectators. A capacious enclosure had been constructed, having at its west end a covered platform, decorated with flags, for the reception of His Excellency the Governor General. At the opposite end, seats were provided for the accommodation of ladies, of whom there was a large gathering; on the south side, were members of the Provincial Legislature and of the Corporation of Toronto, with the Clergy and other professional gentlemen; while the mass of spectators occupied the vacant space on the north side. A guard of honour of the 71st Highland Light Infantry was on the ground with the Band of that Regiment.

At half-past 12 o'clock, His Excellency the Governor General arrived, accompanied by the Countess of Elgin, Lady Elma Bruce, and Col. and Mrs. Bruce. Their Excellencies and suite were received by the Council of Public Instruction for Upper Canada, and conducted to the platform; the Band meanwhile playing the National Anthem. Around their Excellencies on the platform, besides the Members of the Council of Public Instruction, were the Hon. J. Bourret, President of the Executive Council; Hon. R. Baldwin, M.P.P., Attorney General, West; Hon. F. Hincks, M.P.P., Inspector General; Hon. J. Leslie, Provincial Secretary; Hon. J. H. Price, M.P.P., Commissioner of Crown Lands; Hon. J. Morris, Postmaster General; Hon. R. E. Caron, Speaker of the Legislative Council; Hon. A. N. Morin, M.P.P., Speaker of the Legislative Assembly; Hon. Chief Justice Robinson, Hon. Judge Burns, Hon. Vice-Chancellor Spragge, Hon. P. B. deBlacquiere, Chancellor of the University of Toronto; Sir Allan N. MacNab, M.P.P., Hon. W. Badgley, M.P.P., Hon. H. J. Boulton, M.P.P., Hon. H. Sherwood, M.P.P., Hon. W. Robinson, M.P.P., J. S. MacDonald, Esq., M.P.P., Solicitor General, West; L. T. Drummond, Esq., M.P.P., Solicitor General, East; His Worship the Mayor of Toronto; Sir Hew Dalrymple, Bart., and other members of His Excellency's Staff.

The members of the Council of Public Instruction were severally introduced to the Governor General by the Rev. Dr. Ryerson, as follows, viz.:—

The Right Reverend A. F. M. de Charbonnel, D. D., the Reverend H. J. Grasett, A. M., Joseph C. Morrison, Esq., M. P. P., Hugh Scobie, Esq., James S. Howard, Esq., and the Reverend John Jennings.

Also the Architects, Frederic W. Cumberland, Esq., and Thos. G. Ridout, jr., Esq.; and Mr. J. Metcalfe, of the firm of Metcalfe, Wilson and Forbes, the Contractors.

The following appropriate prayer was offered up by the Reverend H. J. Grasett, A. M., a member of the Council:—

O Lord God, infinitely wise and good, who teachest man knowledge and givest both the skill and power to accomplish our purposes, look down, we beseech Thee in Thy infinite goodness, upon the work which we are about to commence.

We beg Thy blessing upon our undertaking. Prevent us, O Lord, in all our doings with Thy most gracious favour, and further us with Thy continual help; that in this, and in all our works begun, continued, and ended, in Thee, we may glorify Thy holy name, and finally by Thy mercy, obtain everlasting life.

Grant, O most merciful Father, that the School we are about to erect may ever acknowledge Thee as its great Builder, our blessed Saviour himself being the chief corner stone. On Thy holy Word we lay the foundation, in full trust that so long as it is established upon this rock, it shall stand for ever the monument of Thy goodness and loving kindness.

Mercifully vouchsafe to it a bountiful measure of Thy richest grace, and grant, O Lord, grant that it ever may prove a blessing to the land, training up teachers who shall have not only the qualifications necessary to their important calling, but a due sense of the motives from which they should act, and the ends which they ought to seek, in the whole course of their life. Grant also, that the children who shall here be taught, may not only be instructed in sound and useful learning, but also be trained up in the way in which they should go, and when they are old not depart from it, so that they may live in the true faith and fear of God, in dutiful allegiance to the Queen, and in brotherly love and christian charity.

We pray that Thy blessed Word may ever be the standard and the guide in all our plans for this end, and the sure foundation of all our instruction; that we may seek first the Kingdom of God, and Thy righteousness, and then expect every other good.

May the children of many generations, within the walls about to rise, be taught that knowledge which alone can make them wise unto salvation—the knowledge of Thee, whom to know is life eternal.

Look down upon us, O God, we beseech thee, and establish thou the work of our hands; yea the work of our hands establish thou it, through Jesus Christ, our Lord. Amen.

The Reverend Dr. Ryerson, Chief Superintendent of Schools for Upper Canada, then delivered the following Address to His Excellency the Governor General:—

MAY IT PLEASE YOUR EXCELLENCY,

The Normal and Model Schools for Upper Canada have been established for the instruction and training of school teachers. The special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance. Experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community. Acting under a conviction so strongly and generally established, our Legislature provided, in 1846, for the establishment of a Normal and Model School for Upper Canada. This was done, not by making a new or special grant out of the public revenue, but by appropriating for that purpose a small part of the Upper Canadian portion of the legislative grant for the support of Common Schools. The success of the experiment has rendered indispensable the erection of the structure, the corner stone of which is about to be laid by your Excellency.

This Institution is designed to accommodate 200 teachers-in-training, and 600 pupils in the Model School;—a school intended not merely as a pattern, according to which Common Schools generally should be conducted, but a school in which the teachers-in-training will practice in teaching the subjects of the instructions and lectures given in the Normal School. In addition to this, accommodation has been provided for the offices of the Department of Public Instruction: a depository for maps, apparatus, text and library books for schools throughout Upper Canada; a library and museum; rooms for a school of art and design, in which it is proposed, by the aid of the legislative grant of about £500 per annum, to give a special course of instruction adapted to the interests and progress of the mechanical arts and manufactures.

The land on which these buildings are in the course of erection, is an entire square, consisting of nearly eight acres, two of which are to be devoted to a botanical garden, three to agricultural experiments, and the remainder to the buildings of the Institution and grounds for the gymnastic exercises of students and pupils. It is thus intended, that the valuable course of lectures given in the Normal School in vegetable physiology and agricultural chemistry, shall be practically illustrated on the adjoining grounds, in the culture of which the students will take a part during a portion of their hours of recreation.

The system of instruction and discipline adopted in this Institution, is founded upon Christian principles, and, I hope, pervaded to a great extent by a Christian spirit; and though free from the slightest tinge of sectarianism in its management, the provision made for watching over the moral interests of the students and their religious instruction, has been found, during the last three years, to be more effective than that of any other public educational institutions with which I am acquainted.

The principles on which the Normal School is established and conducted, form the basis of our whole system of public elementary instruction for Upper Canada,—a system which recognizes Christianity as an essential part of education, and unites the clergy with their people in providing for it, and in imparting it,—a system in support of the teachers of which

alone, the people of Upper Canada have, during the last year, (according to returns which are prepared, and which will shortly be laid before Parliament,) paid, by self-imposed taxation, the sum of £88,429, besides £14,189 for the erection of school houses, and which includes in its 3,059 schools, 151,891 children.

The Institution, the corner stone of which your Excellency has graciously consented this day to lay, is erected by a public grant of £15,000—an enlightened liberality for this object on the part of our Legislature, in advance of that of any other Legislature on the American continent—a liberality which, I trust, will be more than justified by the practical and simple, but comprehensive operations of the system of which it is the mainspring and the exponent.

In furtherance of the same great object, arrangements have recently been made, and will be carried into effect in the course of a few months, by which maps, school books, and every description of school apparatus, will be provided for and rendered accessible upon the same terms to all the public schools of Upper Canada; also, books for libraries, including a large selection of the books best adapted for popular reading, that issue from both the British and American press. By the arrangements which have been entered into, and which have been effected in England by the aid of the Imperial Government, through the cordial and active exertions of Earl Grey, these facilities for school improvement and general knowledge will be rendered accessible to the municipal and school authorities throughout Upper Canada at an average expense of more than twenty-five per cent. less than they could have otherwise been procured, if procured at all;—facilities which obstacles hitherto insuperable, have prevented any Educational Department in the neighbouring States from providing for the advancement of popular education and the diffusion of useful knowledge.

It is my gratifying duty to add, that this Normal School has been established; that these buildings are in the course of erection; that general regulations for schools are adopted, and books selected, by the aid and under the direction of a Council of Public Instruction, whose proceedings have been harmoniously conducted from the commencement, and the members which, with one exception, receive no other remuneration than the gratitude of their country and the pleasing consciousness of promoting its educational interests in every way in their power.

Among the influences which have contributed to the gratifying spectacle of this day, not the least is the deep interest which your Excellency has always manifested in the education of the Canadian people; and I doubt not, that in all time to come, the recollection of the educational progress of Canada under the fostering auspices of your government, will be a source of real pleasure to your Excellency. There are four circumstances which encourage the most sanguine anticipations in every patriotic heart in regard to our educational future: The first is, the avowed and entire absence of all party spirit in the school affairs of our country, from the Provincial Legislature down to the smallest municipality. The second is, the precedence which our Legislature has taken of all others on the western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantages. The third is, that the people of Upper Canada have, during the last year, voluntarily taxed themselves for the salaries of teachers in a larger sum, in proportion to their numbers, and have kept open their schools, on an average, more months, than the neighboring citizens of the old and great State of New York. The fourth is, that the essential requisite of a series of suitable and excellent text-books has been introduced into our schools, and adopted almost by general acclamation, and that the facilities of furnishing all our schools with the necessary books, maps and apparatus, will soon be in advance of those of any other country. I confidently hope, therefore, by the Divine blessing, that many assembled on the

present important occasion, will live to see Canada compare as advantageously with other portions of America in the Christian education and general intelligence of her people as she now does in the specimens of her latent resources and productive industry and enterprise at the World's Exhibition in London.

Dr. Ryerson's Address having been handed to the Governor General, His Excellency replied as follows:—

Reverend Dr. Ryerson, I thank you, Sir, for the very courteous reference to my attendance upon this occasion, which you have introduced into the address which you have just now read. I come here, sir, to-day, in the discharge of what is to me a most agreeable duty, and I beg, sir, to say that the gratification which I experience in the discharge of that duty is greatly enhanced by the very gratifying and interesting account of the progress and prospects of Common School Education in Upper Canada which you have had in it your power to furnish.

I certainly think that no government, which is conscious of its own responsibilities, can possibly feel indifferent to an Institution such as that of which we are now about to lay the foundation stone; an Institution which promises, under God's blessing, to exercise so material an influence in the formation of the mind and character of the rising generation of the Province, and, through that powerful instrumentality, upon its destinies and its future; an Institution, too, allow me to remark, which we must not regard as a novelty or an experiment, but one which has already—and on this point I may speak in some measure from my own experience, for I have had opportunities of observing the skill of the masters and the proficiency of the pupils in the Normal School—established its claims to the confidence of the people of the Province. Although, therefore, sir, I am of opinion that there are limits—and pretty narrow limits, too—beyond which the interference of government in matters of education cannot be carried without hazard to those great interests which it is its desire to foster and to protect, I think that an Institution such as this has special claims upon its countenance and support, and that I am, therefore, not transcending those limits, but on the contrary, that I am confining myself strictly within them, when I consent to take the prominent part in the ceremonial of this day which has been assigned to me.

Sir, I observe that in the early part of this address you remark that, "the special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance; and that experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community." Sir, nothing can be more unquestionably true than these sentiments. But perhaps I may be permitted to observe that their truth has not been at all times recognized. It has often appeared to me that within the whole range of human experience, it would be difficult to point out a more flagrant—a more instructive—instance of the error of putting the effect before the cause, than was exhibited in the course pursued by the friends of education in England and other countries, who for a series of years, busied themselves in building schools, and endeavoring to induce children to attend those schools, without ever inquiring whether competent persons to conduct them could be procured, and without taking any efficient and vigorous steps to supply the admitted want of competent teachers. Sir, it appears to me in this instance, as in many others—this young country has had the advantage of profiting by the experience of older countries—by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment, (for I should neither

satisfy my own feelings nor the claims of justice, if I were not on this occasion to express my high sense of the ability and the zeal with which you have conducted the important department which has been committed to your care); I say, that experience, so improved and fortified by the support of the Council of Education, the Government and the Parliament of the Province, has enabled Upper Canada to place itself (as you justly observed in your address,) in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. And now let me ask this intelligent audience, who have so kindly listened to me up to this moment—let me ask them to consider in all seriousness and earnestness what that great work really is. I do not think that I shall be chargeable with exaggeration when I affirm that it is *the* work of our day and generation —that it is *the* problem in our modern society which is most difficult of solution—that it is the ground upon which earnest and zealous men unhappily too often, and in many countries meet, not to co-operate but to wrangle; while the poor and the ignorant multitudes around them are starving and perishing for lack of knowledge. Well, then, how has Upper Canada addressed herself to the execution of this great work? How has she sought to solve this problem—to overcome this difficulty? Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common School Educational system, that its foundation is laid deep in the firm rock of our common Christianity. I understand, sir, that while the varying views and opinions of a mixed religious society are scrupulously respected—while every semblance of dictation is carefully avoided—it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child who attends our Common Schools, shall learn there that he is a being who has an interest in eternity as well as in time—that he has a Father towards whom he stands in a closer and more affecting, and more endearing relationship than to any earthly father, and that that Father is in Heaven; that he has a hope, far transcending every earthly hope—a hope full of immortality—the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his moral obligations, shedding upon them a hallowing light which they in their turn reflect and absorb,—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in Heaven.— I understand, sir, that upon the broad and solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care —aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation.

Ladies and Gentlemen, this is not the fitting or proper time to enter into details. Indeed, I have not voice or strength to enter now at any length into the details of the excellent system of secular education which is provided in our Common Schools. When, however, you tell us, sir, that an increasing supply is going forth, from year to year, from this Normal School, of well qualified teachers—that you have procured in abundance, excellent, well selected, and cheap text-books—that libraries in connection with the Common Schools, are being multiplied all over the country—and, above all, that the zeal of the people themselves in the cause of education, is evinced by the augmented taxation, self-imposed for the promotion of that great object; when you tell us all this, I feel that little is wanting to fulfil the desires of the most ardent philanthropist and lover of education; I feel that if these influences are left to operate freely—if no untoward causes arise to disturb them—they must

eventually leaven the whole mass of our society. Permit me, then, without detaining you any further from what is the special business of the day—permit me in conclusion, to say, both as an humble Christian man, and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, of all denominations, who are destined in their maturer years to meet in the discharge of the duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of those important duties, and that while their hearts are yet tender, and their affections green and young, they are associated under conditions which are likely to promote among them the growth of those truly Christian graces—mutual respect, forbearance and charity.

At the close of His Excellency's remarks, the Right Reverend Dr. de Charbonnel presented to the Governor General, on behalf of the Council of Public Instruction, a Silver Trowel, addressing His Excellency as follows:—

Monseigneur,—Je suis très heureux et très honoré d'avoir été choisi par le Conseil de l'Instruction Publique, dont sont Excellence a daigné me faire membre, pour lui présenter cette truelle d'argent, aux industrieuses emblèmes du blazon des Bruces.

L'établissement dont votre Excellence va poser la pierre angulaire, Monseigneur, sera un des plus glorieux monuments de tout ce que son libéral Government aura fait pour la prospérité de ce pays: ad ædificationem.

The Trowel was beautifully carved, having on the blade the armorial bearings of the Earl of Elgin, in ornamental letters. It also bears the following inscription:

THE CHIEF CORNER STONE

OF

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA,

WAS LAID ON

Wednesday, the Second day of July, 1851,

IN THE FIFTEENTH YEAR OF THE REIGN

OF

HER MOST GRACIOUS MAJESTY, QUEEN VICTORIA,

BY

THE RIGHT HONORABLE THE EARL OF ELGIN AND KINCARDINE, K. T.,

GOVERNOR GENERAL OF BRITISH NORTH AMERICA.

On the reverse was:—

PRESENTED

TO

THE RIGHT HONORABLE THE EARL OF ELGIN AND KINCARDINE, K. T.,

BY

THE COUNCIL OF PUBLIC INSTRUCTION

FOR

UPPER CANADA,

TORONTO, 2nd OF JULY, 1851.

The edges near the centre of the blade were ornamented with frosted leaves, in the midst of which, on each side, was a spider set in gold,—emblematical of the ancient tradition of the family of the Bruces.

The handle was of burnished silver, ornamented with a frosted wreath, consisting of the rose, shamrock, thistle and maple leaf; the whole being set in a socket of frosted silver leaves. On the extreme end of the handle rested a richly ornamented coronet, beautifully wrought in silver and gold ; and at the base a wreath of frosted silver, around which entwined the rose, shamrock, thistle and maple leaf.

His Excellency and the Council of Public Instruction then descended to the stone, where the inscription on the plate was read by Joseph C. Morrison, Esq., M. P. P., as follows:—

THIS
THE CHIEF CORNER STONE
OF
THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA,
WAS LAID ON
Wednesday, the Second day of July, 1851,
IN THE FIFTEENTH YEAR OF THE REIGN
OF
HER MOST GRACIOUS MAJESTY, QUEEN VICTORIA,
BY
THE RIGHT HONORABLE THE EARL OF ELGIN AND KINCARDINE, K. T.,
GOVERNOR GENERAL OF BRITISH NORTH AMERICA, &c. &c.,
IN THE PRESENCE OF
THE PRESIDENT AND MEMBERS OF THE EXECUTIVE COUNCIL,
THE SPEAKER AND MEMBERS OF THE LEGISLATIVE COUNCIL,
THE SPEAKER AND MEMBERS OF THE LEGISLATIVE ASSEMBLY,
THE CHAIRMAN AND MEMBERS OF THE COUNCIL OF PUBLIC INSTRUCTION.
THE MAYOR, MUNICIPAL COUNCIL AND CITIZENS OF THE CITY OF TORONTO.

—

THIS INSTITUTION,
ERECTED BY THE ENLIGHTENED LIBERALITY OF PARLIAMENT,
IS DESIGNED FOR THE
INSTRUCTION AND TRAINING OF SCHOOL TEACHERS UPON CHRISTIAN PRINCIPLES.

———

The Council of Public Instruction, for Upper Canada:

The Reverend Egerton Ryerson, D.D., Chief Superintendent of Schools,
The Honorable Samuel Bealy Harrison, Q. C., Chairman.
The Right Reverend A. F. M. De Charbonnel, D.D., Roman Catholic Bishop of Toronto.
The Reverend Henry James Grasett, A.M.
Joseph Curran Morrison, Esquire, M.P.P.
Hugh Scobie, Esquire.
James Scott Howard, Esquire.
The Reverend John Jennings.
The Reverend Adam Lillie.
John George Hodgins, Esquire, Recording Clerk.

Frederic W. Cumberland and Thomas Ridout, Esquires, Architects.
Messrs. Metcalfe, Wilson & Forbes, Contractors.

A Bottle containing the following:—

1. Report on a system of Public Elementary Instruction for Upper Canada, 1846.
2. Journal of Education for August, 1849, containing the Annual Report of the Normal, Model and Common Schools in Upper Canada, for 1847, containing an account of the opening of the Normal School in November, 1847.
3. Common School Act, 7th Victoria, chapter 29.
4. Common School Act, 9th Victoria, chapter 20.
5. Common School Act, 10th and 11th Victoria, chapter 19.
6. Common School Act, 13th and 14th Victoria, chapter 48, with Forms, Regulations, Instructions, and Circulars.
7. Parchment copy of the Inscription on the Plate deposited in the cavity of the Corner Stone.
8. Journal of Education for May, 1848, containing an account of the first Examination of the Normal School.
9. Programme of the last Examination of the Normal and Model Schools, ending 31st May, 1851.
10. Journal of Education for May, 1851, containing an account of the last Examination.
11. Scobie's Almanac for 1851.
12. Programme of the ceremony observed at laying the Chief Corner Stone of the Normal School, and Engraving of Building.
13. Sundry silver and copper coins.
14. Different denominations of Canadian postage stamps,

was handed by Hugh Scobie, Esq., to His Excellency, who deposited it in the cavity of the stone prepared for it; the Inscription Plate was placed; and His Excellency having spread the mortar with his trowel, the stone was then formally lowered to its bed—His Excellency saying, "I declare this Stone to be the Chief Corner Stone of the Normal and Model Schools for Upper Canada." Mr. Cumberland, the Architect, then handed His Excellency the Square and Mallet, which he applied to the stone in the usual way on such occasions.

Cheers were given for the Queen, for the Governor General, and for the Council of Public Instruction; in the midst of which His Excellency and the Countess of Elgin, accompanied by the Council of Public Instruction, retired, followed by the principal visitors.

No. 3.—Description of the Buildings, with Engravings.

The Normal and Model Schools and Education Offices for Upper Canada—now in progess of erection—are situated upon the centre of an open square, bounded on the north by Gerrard Street, on the east by Church Street, on the south by Goold Street, and on the west by Victoria Street, in the City of Toronto. The distance from the bay is about three quarters of a mile. The situation is a very beautiful one, being considerably elevated above the business parts of the city, and commanding a fine view of the bay, peninsula, and lake. The square, which contains seven acres and a half of ground, was purchased in August, 1850, from the Hon. Peter McGill, of Montreal, by the Council of Public Instruction, for £4,500, in cash. The estimated value of the property is about £1,000 per acre. The amount of the Legislative Grant for the purchase of the site and the erection of the buildings, was £15,000. The amount of the contract for the erection and completion of the building, is £8,790, exclusive of extras, architects' commission, warming, &c. It is estimated that the furniture, &c., for the building, will cost about £1,000 or £1,200.

In a building of so great an extent, it appeared to be neither desirable or expedient to adopt a rich or highly finished style of embellishment. The whole has been designed with

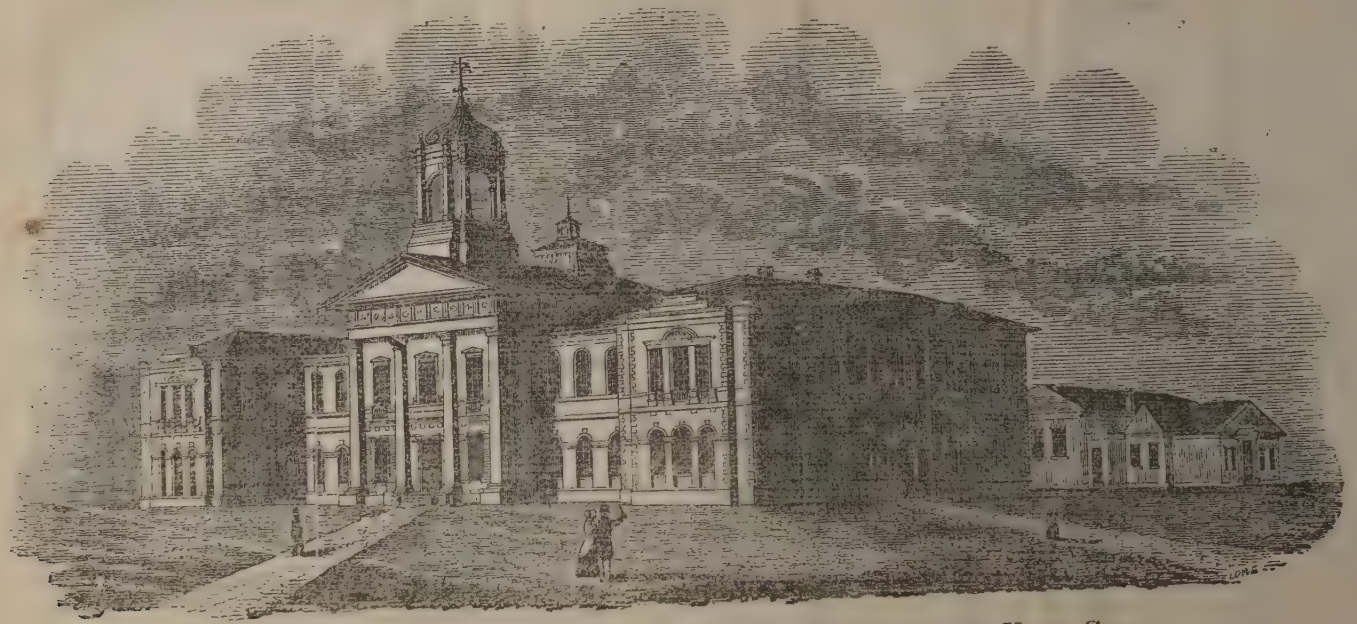

Fig. 1.—Normal and Model Schools and Education Offices for Upper Canada.

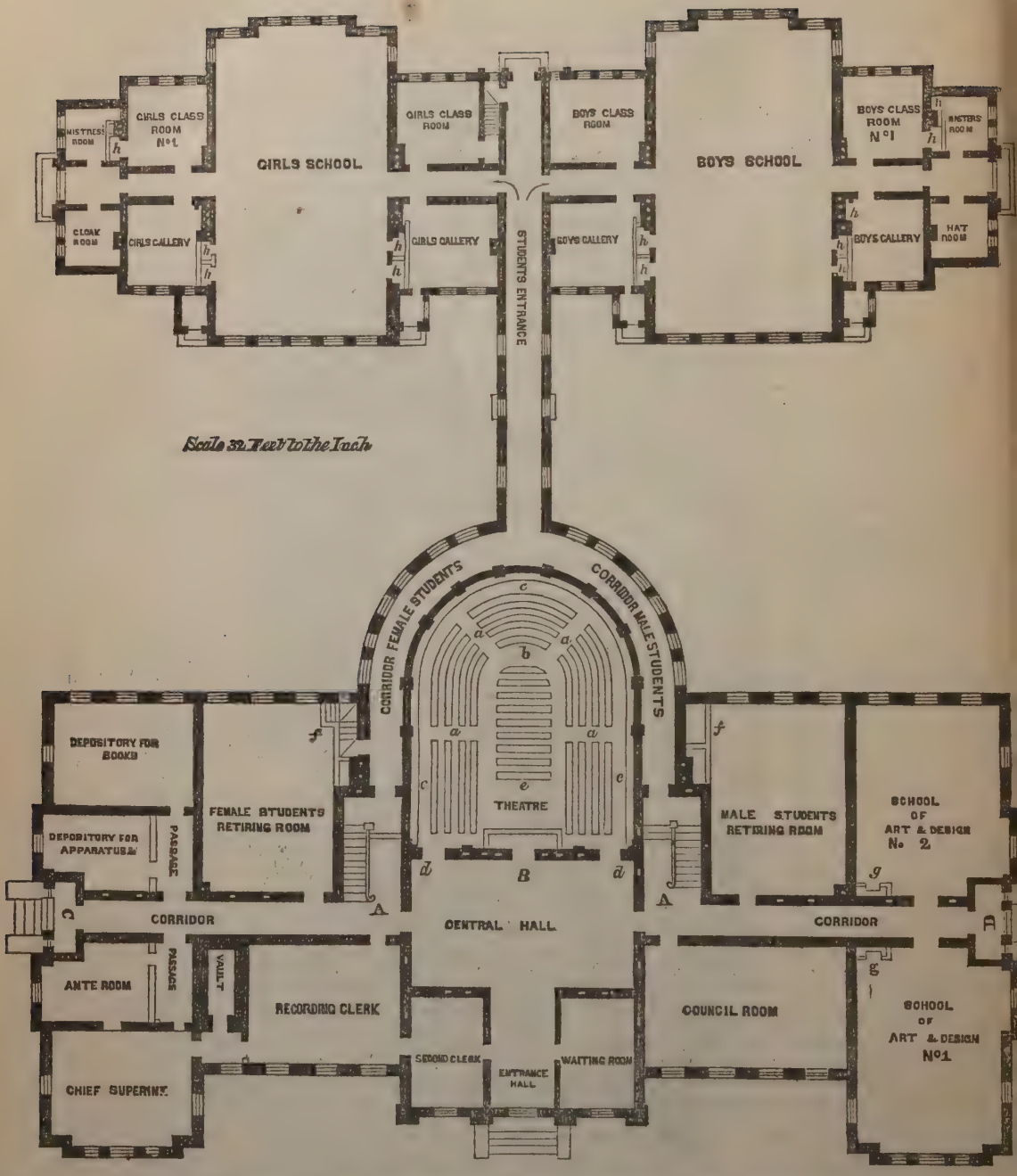

Fig. 2.—Ground Plan, Normal and Model Schools and Education Offices.

a view rather to utility than for effect, care being taken however to maintain that fitness of decoration by which the purpose and importance of the institution may be characterized and upheld.

The principal Normal School building, as seen in the perspective, fig. 1, will be 184 feet 4 inches frontage, by a depth on the flanks, east and west, of 85 feet 4 inches.

The front will be in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment, surrounded by an open Doric cupola, of the extreme height of 95 feet. The principal entrance (to the offices of the Educational Department, &c.) will be in this front; those for the male and female students being placed on the east and west sides respectively, C and D. In the centre of the building will be a large central hall (open to the roof, and lighted by a lantern), with a gallery around it, at the level of the upper floor, at B, in fig. 3, approached on each floor by three corridors —south, east, and west—and opening on the north to the theatre, or examination hall.

On the East side, the accommodation on the ground floor will be as follows:—

School of Art and Design, No. 1	36′ : 0″ x 28′ : 0″
School of Art and Design, No. 2	36 : 5 x 28 : 0
Male Students' Retiring Room	36 : 0 x 30 : 0
Council Room	39 : 0 x 22 : 0
Male Students' Staircase A	17 : 6 x 11 : 0
Waiting Room	22′ : 8″ x 14′ : 8″

On the West side:—

Ante-Room	22′ : 0″ x 14′ : 3″
Chief Superintendent's Office	28 : 0 x 21 : 0
Depository for Books, Maps, &c.	28 : 0 x 21 : 0
Depository for Apparatus, &c.	22 : 8 x 14 : 8
Female Students' Retiring Room	36 : 0 x 26 : 10
Recording Clerk's Office, with fire proof vault	37 : 11 x 22 : 0
Second Clerk's Office	22 : 0 x 14 : 3
Female Students' Staircase A	17 : 6 x 11 : 0

North of the central hall is the theatre, with Lecturer's entrance in the centre, and side entrances east and west, *d*, *d*, for male and female students respectively. Here the aisles are marked *a*, *b*, and *c*, with seats arranged between them; the Lecturer's platform being placed between *B* and *e*. This portion of the theatre is designed to accommodate 470 persons, and including the galleries, 620. Around the theatre, and beneath its gallery, are east and west corridors, by which the students will reach the Model School.

By this arrangement it will be seen that, except when actually in the presence of the masters, the male and female students will be entirely separated.

Passing (by the corridors last named) to the Model School, which is 175 feet 6 inches, by 59 feet 6 inches, the students enter the boys' and girls' schools by doors to the east and west, each of which has a large school room at its centre, 56 feet 6 inches x 33 feet, capable of accommodating 300 children, with four smaller class rooms adjoining it, about 17 feet x 15 feet 6 inches each. The boys' and girls' entrances (like those of the students of the Normal School already described) are at the east and west ends of the building—such entrances having each a hat and cloak room and master's (or mistress') room on either side. These schools therefore will together accommodate 600 children.

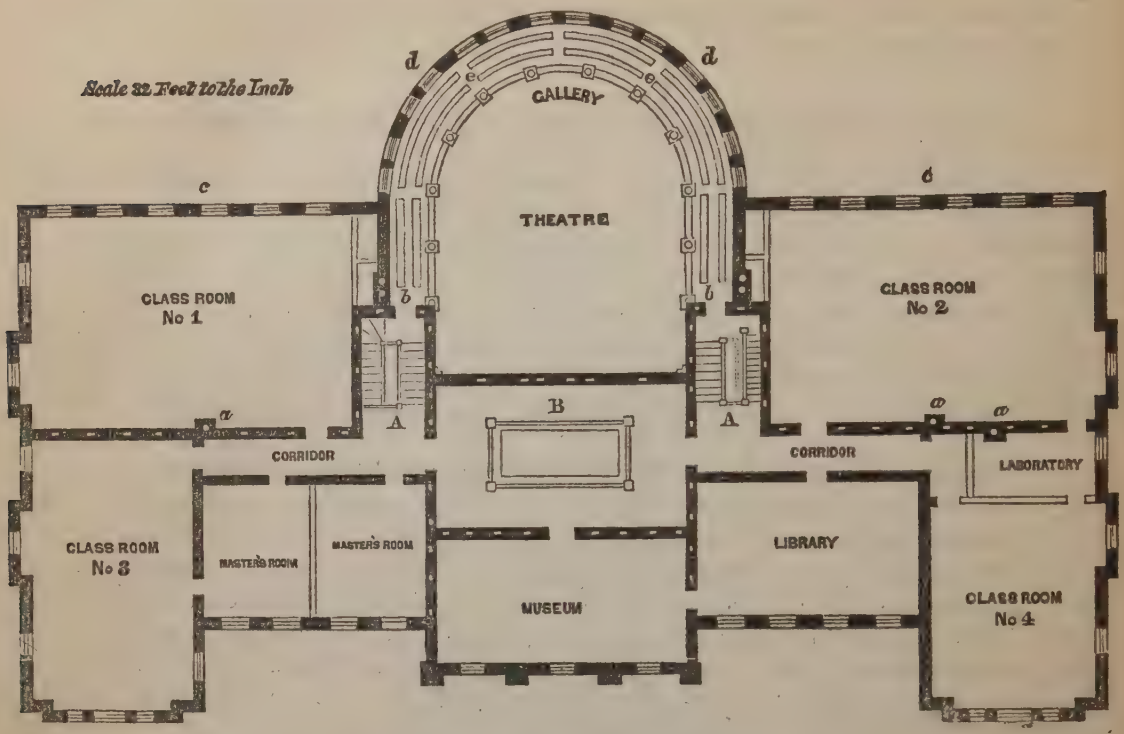

Fig. 3.—Second Floor, Normal School.

Returning to the Normal School, and passing to the upper floor, on the landing of the staircases A, A, are entrances to the gallery of the theatre, which is designed to accommodate 150 persons.

On the upper floor is the central hall, with its gallery B, connecting the east and west corridors, communicating with the following rooms:—

Class Room, No. 1	56′ : 0″ x 36′ : 0″
Class Room, No. 2	56 : 0 x 36 : 0
Class Room, No. 3	45 : 2 x 28 : 0
Class Room, No. 4	32 : 8 x 28 : 0
1st Master's Room	22 : 0 x 19 : 5½
2nd Master's Room	22 : 0 x 19 : 5½
Museum	42 : 0 x 22 : 0
Library	39 : 5 x 22 : 0
Laboratory	21 : 6 x 12 : 0

In addition to the accommodation thus enumerated, there are, in the basement, rooms for the residence of the Janitor, together with furnace rooms, from whence warm air will be served to the whole building. Great attention has been bestowed upon the efficiency of the warming and ventilating, and it is confidently anticipated that the system adopted will be highly successful.

Appendix No. VI., continued from page 310.

No. 18.—Rights, Powers and Duties of School Trustees and Municipal Councils in Townships.

In the Appendix to this Report, No. VI., page 310, the powers and duties of School Trustees, especially in reference to cities, towns, and villages, were explained at some length. Since then several questions have arisen, and inquiries have been made, relative to the powers and duties of Trustees in country school sections, and their relations to Township Councils.

1. In some instances, it has been maintained that Trustees have no right to levy a rate upon the taxable property of the householders and landholders of their section, without the consent of their Township Council; whereas the Trustees have authority to act without the consent of any Council or other body, high or low, in levying and collecting whatever may be necessary to provide for all the expenses of their School. One leading feature and primary object of the school law is, to make each section a school municipality, with power to provide for the furnishing and support of its school, in every respect, in its own way, and to settle all its differences and difficulties by local arbitration. It is not, therefore, for the Chief Superintendent of Schools, or for any Council whatever, to decide in what manner, or in what amount, moneys shall be raised for school purposes in any School Section. The elected Trustees in each School Section are alone authorized by law to consider and determine from time to time the sums required for their school purposes; and a majority of electors at an annual School Section meeting, or special meeting, decide upon the *manner* (not the amount) in which such sums shall be provided.

2. Again, in some instances, Township Councils have refused to levy the sums applied for according to law by School Trustees. In all such cases the Councils concerned have violated the law; and they might be compelled to do their duty by a mandamus from the Court of Queen's Bench, should the Trustees concerned think proper to procure one. The object of this provision of the School Act (section 18, clause 1,) is to relieve Trustees of part of the burthens imposed upon them by their office, and to save expense and time in the collection of school rates, which can in general be levied and collected more cheaply under the authority of the Township Council than under that of School Trustees: for the Council has a collector and Rolls already provided; and the collector must collect rates on all the taxable property within his jurisdiction each year for other than school purposes. For him, therefore, to have the school rates, in any or all the school sections, within the limits of his collectorship, added to the other rates, and collect them at the same time, will involve but little additional trouble and expense; and the rates on the property of absentees can be collected in the same manner as other rates on the same property. But when Trustees themselves levy school rates on property, they must appoint a special collector, and pay him a higher per centage for such special service than would be paid to an ordinary collector: must procure an extract from the Assessment Roll, and sue each defaulting non-resident. Nor do Trustees receive any pecuniary remuneration for their much trouble and loss of time in the performance of their duties,—which is otherwise with Township Councillors. It was therefore thought just and economical, (as provided in the 9th clause of the 12th section of the School Act,) that Trustees should have the option of levying and collecting school rates on property themselves, or transfer, by request, the duty of doing so to the Township Council, the members of which are paid for their time and services. And to prevent any unnecessary discussion or loss of time in doing their duty, the Council is not authorized to judge of or vary the amount required to be assessed, but simply to give legal effect to the will of a portion of the

school electors of the township in respect to their own school municipality, as decided by them at a public meeting, and as communicated and attested by their chosen Trustees. In some cases, Township Councils have assumed the right which belongs exclusively to Trustees, of judging as to the amount and even propriety of such assessments of school sections—a right which does not appertain to any Council, either in city or country, but is in all cases confided to School Trustees, who are specially elected for such purposes. The High Sheriff of a county is the executor, not the judge, of the law in the matters placed in his hands; so, in this case, the duty of a Township Council is simply to execute the wish of certain school sections in regard to taxing themselves for their own purposes. There will, of course, always be individuals in such sections opposed to rates for any school purposes; but with such individuals a Township Council has nothing to do—the Trustees, or a majority of them, being the elected and responsible exponents of the wants of their own school municipality.

3. Another question has then arisen, as to what Trustees should do in the event of a Township Council refusing to levy a school rate, as authorized and required by the 1st clause of the 18th section of the School Act. In every such case, the Trustees of a School Section can,—as have the Trustees of one or two towns and villages,—apply to the Court of Queen's Bench for a mandamus, and compel an anti-school Council to do its duty, and the opposing members of such Council would be justly responsible for the expenses and consequences of such a proceeding. Trustees, though unpaid for their services, are liable to a penalty if they refuse or neglect to do their duty, after having accepted office; and it would be only equal if Township Councillors, who are paid for their services, should be made responsible for refusing or neglecting to do their duty in school matters. But thus far, in such cases, Trustees have been recommended to exercise their own corporate powers to levy and collect the amount of rates required for their school purposes. Where Trustees provide for the salary of their teacher by rate-bills on parents sending children to the school, and not rate on property, of course they alone can impose and collect such rate-bills. It is, however, gratifying to know that, in the very great majority of instances, the Township Councils sympathise with Trustees in their efforts to improve and furnish school houses, and to establish Free Schools—the cases to which we have referred being exceptions to the general rule. In some instances, Township Councillors would be glad to provide forthwith for making all the schools free within their municipalities.

4. Inquiry has also been made, as to what property in a School Section is liable to be taxed for school purposes? The terms employed by the Act are "taxable property, as expressed in the Assessor or Collector's Roll," and "the freeholders and householders of such section." It will therefore be observed, that all descriptions of "freeholders and householders," are included, whether resident or non-resident,—there being no exception. All "*taxable* property" is also included, whether wild lands, or cultivated lands, or personal property; or whether the property of absentees or residents—all is made tributary to the great interests of education. In collecting school rates from *resident* freeholders and householders making default of payment, the 2nd, 8th and 9th clauses of the 12th Section of the School Act authorize Trustees to proceed by *warrant;* but the 11th clause of the same section authorizes them "to *sue* for and recover, by their name of office, the amounts of school-rates or subscriptions due from persons *residing without the limits of their Section*, and making default of payment."

XIX.—Depository of Maps, School Books, Apparatus, &c., for Public Schools, in connexion with the Education Office, Toronto.

Schedule of the net prices for cash at which the following maps and school requisites may be obtained by Public Schools from the depository connected with the Education Office for Upper Canada. In transmitting an order for any of the following articles, care must be taken to accompany it with the amount which may be required to pay for the quantity ordered—and also to give directions as to the mode of transmission to the parties sending the order. It will be observed that the prices of the maps, &c., are much lower than they have ever been procured at in this country, owing to the satisfactory arrangements which the Chief Superintendent of Schools has been enabled to make in England. The sole object of the department is to provide facilities for supplying the public schools of Upper Canada with approved books, maps, and apparatus, at cost:—

TITLE OF MAPS.	SIZE OF MAP.	DESCRIPTION.	NET CASH PRICE. £ s. d.	EXPLANATORY REMARKS.
I. IRISH NATIONAL MAPS. (*a*)	*Width. Depth.*			(*a*) These Maps are on a scale sufficiently large to show, with a peculiar boldness, the boundaries of the different countries. The courses of the rivers and the mountain ranges are so prominently marked, that at one view the attention of the pupil is directed to this important branch of the study; the introduction of only such names as are of importance, gives to the Maps a distinctness which cannot fail to be appreciated. The size of the Map of the British Isles, the largest ever published, cannot fail, from its imposing appearance, to impress the mind of the pupil. Orbis Veteribus Notus, contains the Map of the World as known to the ancients, with Plans of Rome, Athens, Syracuse, the World, according to Ptolemy, and the environs of Rome.
Map of the World on a Globular Projection	6 : 8 by 3 : 6	Canvas, rollers and colored.	0 17 6	
" England,	4 : 4 by 5 : 8	"	0 15 0	
" Scotland,	ditto	"	0 15 0	
" Ireland,	ditto	"	0 15 0	
" British Isles,	7 : 0 by 8 : 0	"	1 5 0	
" Palestine comprising Canaan, Land of Promise, the Holy Land, and Plan of Jerusalem,	4 : 4 by 5 : 8	"	0 15 0	
" Ancient, or Scripture World,	5 : 8 by 4 : 4	"	0 15 0	
" Europe,	ditto	"	0 15 0	
" Asia,	ditto	"	0 15 0	
" Africa,	4 : 4 by 5 : 8	"	0 15 0	
" America,	ditto	"	0 15 0	
" Pacific Ocean and Australia,	5 : 8 by 4 : 4	"	0 15 0	
" Orbis Veteribus Notus,	ditto	"	0 15 0	
" Italia Antiqua, with Plan of Rome,	ditto	"	0 15 0	
" Græcia Antiqua, with Plan of Athens,	ditto	"	0 15 0	
" Asia Minor, or Antiqua,	4 : 4 by 2 : 10	"	0 8 9	
" Terra Sancta, combining the Old and New Testaments,	2 : 10 by 4 : 4	"	0 8 9	
II. VARTY'S MAPS. (*b*)				(*b*) These Maps are constructed with bold outlines, to fix permanently in the minds of learners the physical form of each portion of the earth; the names of places are not numerous; confusion is avoided; and these advantages are combined with portability and cheapness.
1. School Room Maps.				
Map of the World (Mercator's)	4 : 2 by 2 : 8	"	0 12 6	
" " Globular,	ditto	"	0 11 3	
" England,	2 : 2 by 2 : 8	"	0 6 3	
" British Isles,	3 : 4 by 4 : 3	"	0 15 0	
" Scotland,	2 : 2 by 2 : 8	"	0 6 3	
" Ireland,	ditto	"	0 6 3	
" Europe,	2 : 8 by 2 : 2	"	0 6 3	
" Asia	ditto	"	0 6 3	
" Africa,	2 : 2 by 2 : 8	"	0 6 3	
" America.	ditto	"	0 6 3	
" Australia and New Zealand	ditto	"	0 6 3	

Depository of Maps, School Books, Apparatus, &c.—*Continued.*

TITLE OF MAPS.	SIZE OF MAP.	DESCRIPTION.	NET CASH PRICE.	EXPLANATORY REMARKS
	Width. Depth.		£ s. d.	
Map of Palestine, (Palmer's)	2 : 2 by 3 : 3	Canvas, rollers and colored.	0 12 6	(*c*) The advantages offered by these outlines are two-fold, since they may be used as a preparatory exercise, and as successors to the other maps.
" " Old Testament,	2 : 2 by 2 : 8	"	0 6 3	
" " do. do.,	1 : 8 by 2 : 2	"	0 5 0	
" " New Testament,	2 : 2 by 2 : 8	"	0 6 3	
" " do. do,	1 : 8 by 2 : 2	"	0 5 0	
" " prior to Conquest by the Israelites,	2 : 2 by 2 : 8	"	0 6 3	(*d*) This Series combines at one view the full and the outline map, affording great advantages to the teacher, by enabling him to instruct both analytically and synthetically, and also facilitates more correct conceptions of the varied physical forms of countries and of localities.
Plan of Jerusalem,	ditto	"	0 6 3	
Map of the Journeyings of the Children of Israel,	ditto	"	0 6 3	
" Voyages and Travels of the Apostle Paul,	2 : 8 by 2 : 2	"	0 6 3	
2. Large Outline Maps. (*c*)				
Corresponding with the above.				
Map of the World (Globular,)	4 : 3 by 2 : 3	"	0 8 9	(*e*) I. A large Physical Map of the World, Stereographic projection. 1. Showing its various features and phenomena; with the regions of its more useful productions, and the zones. 2. The Terrestaial, or Northern Hemisphere; the Oceanic, or Southern Hemisphere. 3. The Currents of the Atlantic, Indian, and Great, or Pacific Oceans. 4. The Heights of Mountains to scale in America, Asia and Europe. 5. The Glaciers and Mountains of the Alps. 6. Geological Figure of the Earth, and a Theoretical figure of a segment of the Mineral Crust of the Globe, equal to one-sixtieth part of the radius. 7. The heights of mountains shewn in their respective latitudes.
" Europe,	2 : 2 by 2 : 10	"	0 5 0	
" Asia,	ditto	"	0 5 0	
" Africa,	ditto	"	0 5 0	
" America,	ditto	"	0 5 0	
" England,	ditto	"	0 5 0	
" Scotland,	ditto	"	0 5 0	
" Ireland,	ditto	"	0 5 0	
" Land of Promise,	ditto	"	0 5 0	
" Palestine,	ditto	"	0 5 0	
3. Combination Maps. (*d*)				
(*2 each, Full and Outline, on one Mounting.*)				
Map of the World, Mercator, with Outline Hemispheres,	4 : 2 by 5 : 4	"	0 17 6	
Map of the World Hemispheres, full and Outline,	ditto	"	0 16 3	
Map of Europe,	4 : 2 by 2 : 8	"	0 10 0	
" Asia,	ditto	"	0 10 0	
" Africa,	ditto	"	0 10 0	
" America,	ditto	"	0 10 0	
" England,	ditto	"	0 10 0	
" Scotland,	ditto	"	0 10 0	
" Ireland,	ditto	"	0 10 0	
" Land of Promise,	3 : 3 by 2 : 4	"	0 10 0	
" Roman Palestine,	ditto	"	0 10 0	
4. Full Maps. (*e*)				
Map of the Roman Empire,	2 : 8 by 2 : 2	"	0 7 6	
" India,	2 : 3 by 2 : 9	"	0 6 3	
Political Map of the World,	4 : 4 by 3 : 3	"	0 16 3	
Physical Map of the World,, showing its various features and phenomena,	5 : 6 by 5 : 0	"	1 1 3	
Physical Map of Europe, exhibiting its physical features,	5 : 0 by 4 : 4	"	0 18 9	
Physical Map of the Earth, without names	5 : 4 by 2 : 10	"	1 1 3	II. A large Political Map of the World, Stereographic Projection, showing its Political Divisions—Mountain

Depository of Maps, School Books, Apparatus, &c.—*Continued.*

TITLE OF MAPS.	SIZE OF MAP.	DESCRIPTION.	NET CASH PRICE. £	s.	d.	EXPLANATORY REMARKS.
5. Scripture Geographical Maps.	*Width. Depth.*					Ranges, boldly defined—and other useful information.
Palmer's Palestine	2 : 2 by 3 : 3	Canvas, rollers and colored.	0	12	6	III. Map of the Earth, in Hemispheres, without the lines of latitude and longitude, or any names of places. This novel and beautiful representation of the Globe is very striking, exhibiting its various physical features, the Mountain Ranges, Plains, Steppes, Prairies, Deserts, Valleys, Oceans, Seas, Lakes, Rivers, Continents, Islands, &c. &c., clearly shewing the distribution of Land and Water.
Ven. Arch. Wigram's Map of Palestine.	1 : 7 by 2 : 2	Canvas, rollers and colored.	0	5	0	
Mimpriss' Chart of our Lord's Life and Ministry, 1 sheet,	.....	"	0	2	6	
The Journeyings of Israel,	2 : 2 by 2 : 8	"	0	6	3	
The Land of Canaan prior to its Conquest,	ditto	"	0	6	3	
The Land of Promise divided amongst the Twelve Tribes,	ditto	"	0	6	3	
Palestine, or Holy Land, in the time of our Saviour,	ditto	"	0	6	3	
St. Paul's Voyages and Travels,	2 : 8 by 2 : 2	"	0	6	3	
Jerusalem, or the City of the Lord,	ditto	"	0	6	3	
Initiatory Chart of the Acts of the Apostles,	2 : 6 by 2 : 2	"	0	8	9	
Baker's Chart of Bible Chronology, on calico.	.....	"	0	6	3	IV. A large Physical Map of Europe, exhibiting its physical features, comprehending its Mountain Ranges, Table Lands, Plains, Steppes, and Valleys, Seas, Rivers, &c.; also, Lines denoting the polar limit of the growth of the principal Vegetable productions, &c.
" Tabular View of the Old Testament,	.....	"	0	15	0	
6. Map Projections. (*f*) *1st Series.*						(*f*) These projections give the Lines of latitude and longitude only.
Eastern Hemisphere,	1 : 9 by 1 : 3	Sheets.	0	0	6½	
Map of Europe,	"	"	0	0	6½	
" Asia,	"	"	0	0	6½	
" Africa,	"	"	0	0	6½	
" America,	"	"	0	0	6½	
" British Isles,	"	"	0	0	6½	
" Palestine,	"	"	0	0	6½	
Per set of eight,	.....	"	0	4	0	
Map Projections. (*g*) *2nd Series.*						(*g*) These projections give the principal Mountain Ranges of the World, and the courses of the Rivers.
Eastern Hemisphere,	1 : 9 by 1 : 3	Sheets.	0	0	6½	
Western Do.,	"	"	0	0	6½	
Map of Europe,	"	"	0	0	6½	
" Asia,	"	"	0	0	6½	
" Africa,	"	"	0	0	6½	
" America,	"	"	0	0	6½	
" England and Wales,	"	"	0	0	6½	
" Palestine,	"	"	0	0	6½	
Per set of eight,	.....	"	0	4	0	
7. Vignette Series of Outline Maps. (*h*)						(*h*) These outlines are minutely and distinctly marked.
Map of World on Mercator's Projection	1 : 7½ by 1 : 3	"	0	0	6½	
" Europe,	1 : 3 by 1 : 7½	"	0	0	6½	
" Asia,	ditto	"	0	0	6½	
" Africa,	1 : 7½ by 1 : 3	"	0	0	6½	
" America,	1 : 3 by 1 : 7½	"	0	0	6½	
" England and Wales,	ditto	"	0	0	6½	
Per set of six,	.....	"	0	3	0	
8. Outline Maps. (*i*)						(*i*) These outlines show the comparative heights of the Mountains, lengths of the Rivers and sizes of Islands and Lakes.
World on Mercator's Projection plain,	2 ; 0 by 1 : 7½	"	0	1	0	
Do. Do. Colored,	ditto	"	0	1	6	

Depository of Maps, School Books, Apparatus, &c.—*Continued.*

TITLE OF MAPS.	SIZE OF MAP.	DESCRIPTION.	NET CASH PRICE. £	s.	d.	EXPLANATORY REMARKS.
III. CHRISTIAN KNOWLEDGE SOCIETY'S MAPS.	*Width. Depth.*					
Map of the World,	6 : 6 by 3 : 4	Canvas, rollers colored and varnished.	0	17	6	
Map of the World (*outline*),			0	8	9	
" England and Wales,	3 : 10 by 2 : 9	"	0	7	6	
" Scotland,	ditto	"	0	7	6	
" Ireland,	3 : 7 by 2 : 9	"	0	7	6	
" British Isles,	2 : 2 by 1 : 9	"	0	3	9	
" Palestine,	2 : 4 by 1 : 11	"	0	3	9	
" Countries mentioned in the Old Testament,	4 : 0 by 2 : 4	"	0	10	0	
" Countries mentioned in the New Testament,	ditto	"	0	10	0	
" Europe,	5 : 3 by 2 : 4	"	0	15	0	(*k*) These Maps are beautifully clear and distinct in their divisions and outlines.
" Asia,	ditto	"	0	15	0	
" Africa,	ditto	"	0	15	0	
" North America,	3 : 9 by 3 : 2	"	0	10	0	
" South America,	ditto	"	0	10	0	
British Isles,	2 : 2 by 1 : 9	Colored, on sheets	0	0	7½	The painted wooden case for hanging on a wall, contains the 10 coloured maps on cloth and rollers, and is so constructed that any map can be drawn down as required and pulled up again by a cord at the side attached to the name of the map.
Do. do. (*outline*),	ditto	Sheets	0	0	4	
Do. do. Physical Features,	ditto	"	0	1	3	
The Two Hemispheres, plain,		"	0	0	3	
Do. do. (*outline*),		"	0	0	4	
IV. JOHNSTON'S MAPS.						
1. LARGE SCHOOL ROOM MAPS. (*k*)						
Map of the Eastern Hemisphere,	4 : 2 by 3 : 6	Canvas, rollers and colored.	0	11	3	The varnished maps are 7½d. more than the plain maps mounted on rollers.
" Western Hemisphere,	ditto		0	11	3	
" England,	ditto	"	0	11	3	
" Scotland,	ditto	"	0	11	3	
" Ireland,	ditto	"	0	11	3	
" Europe,	ditto	"	0	11	3	(*l*) The Physical Chart of the World shows the great mountain ranges, currents of the air and ocean, with isothermal lines, (or the lines of equal heat and cold.)
" Asia,	ditto	"	0	11	3	
" Africa,	ditto	"	0	11	3	
" America,	ditto	"	0	11	3	
" Canaan and Palestine,	ditto	"	0	11	3	
The above 10 Maps, in a wooden case,		"	6	0	0	
2. SMALL SCHOOL MAPS.						
Map of the Eastern Hemisphere,	2 : 9 by 2 : 3	"	0	6	3	(*m*) The initial letter of the names on these maps is much larger than those of the word itself, in order that the eye of the pupil may catch it more easily.
" Western Hemisphere,	ditto	"	0	6	3	
" Europe,	ditto	"	0	6	3	
" Asia,	ditto	"	0	6	3	
" Africa,	ditto	"	0	6	3	
" America,	ditto	"	0	6	3	
Map of England,	2 : 9 by 2 : 3	"	0	6	3	(*n*) Chart of the World is not limited to giving the pupil a general view of the World, but is so constructed that the general geography of Asia, Africa, North America, and South America, may be taught from this Map in the fullest detail given in any text-book. The map of Central and Southern Europe exhibits the special geography of France, Spain, Portugal, Switzerland, Italy, Belgium, Holland, Denmark, Prussia, Austria, Germany, Turkey and Greece, servin
" Scotland,	ditto	"	0	6	3	
" Ireland,	ditto	"	0	6	3	
" Canaan and Palestine,	ditto	"	0	6	3	
The above 10 Maps in a wooden case,		"	4	0	0	
Illustrations of Geographical Terms,	ditto	Sheets and colored.	0	3	9	
Illustrations of Geographical Terms,	ditto	Cloth and rollers.	0	6	3	
Illustrations of Geographical Terms,	ditto	Cloth, rollers, and varnished.	0	7	6	
3. OTHER MAPS. (*l*)						
Map of Central Europe,	4 : 2 by 3 : 6	Cloth, rollers and colored.	0	11	3	
" France,	ditto		0	11	3	
" Italy,	ditto	"	0	11	3	
" India,	ditto	"	0	11	3	
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